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THE WOODEN AUTOMATIC SPELLE R

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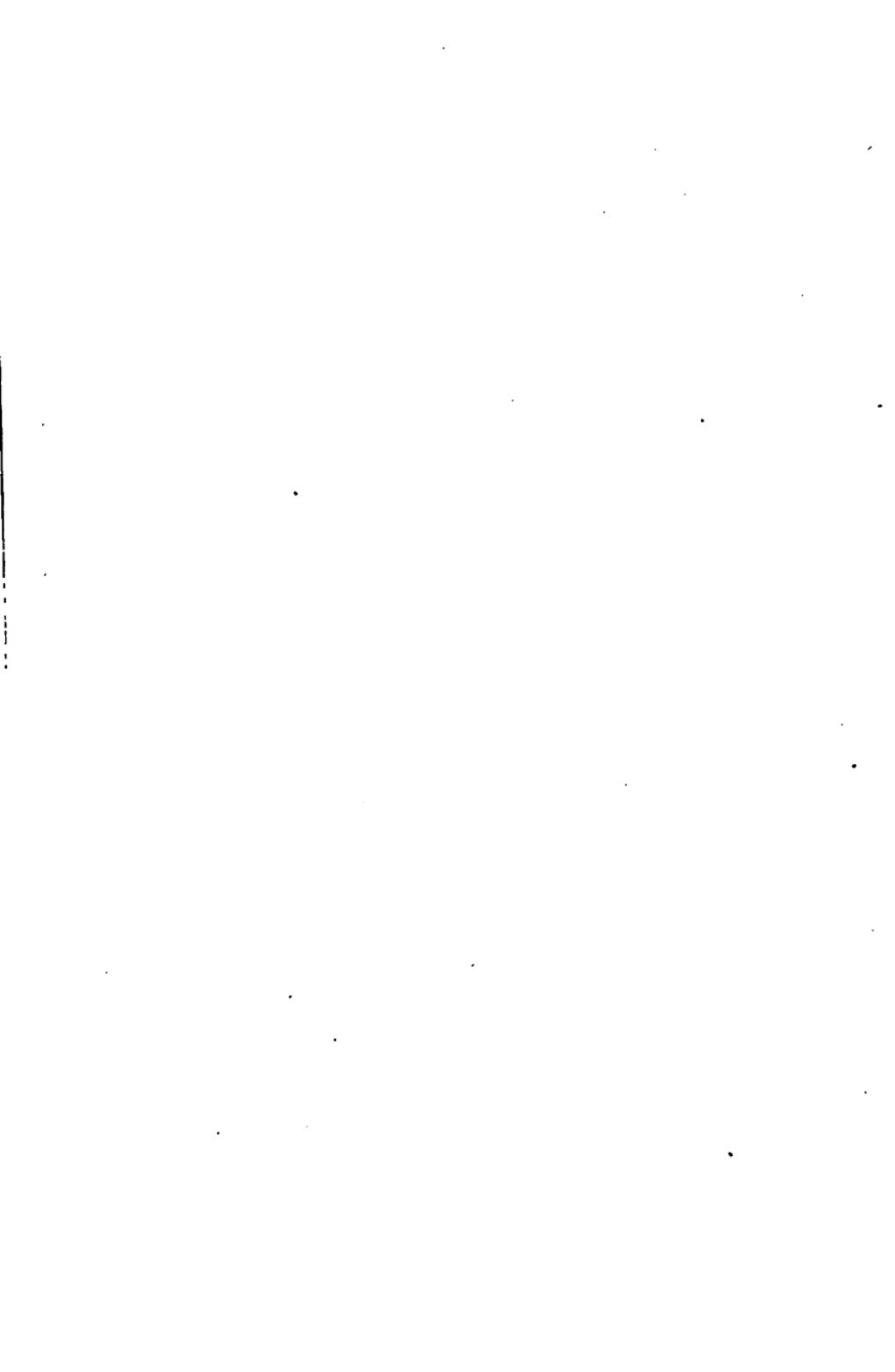
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The Automatic Speller

By

NETTIE SAWYER FUNK

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Author of "The Little Kingdom Readers," "Five
Messages to Primary Teachers"*

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A FOREWORD

THIS speller is true to its name. It is really automatic or self-working. From the beginning a teaching process is set in motion, so ordered that pupils and teachers have but to follow the pages day by day, and the inevitable result must be the mastering of all words in the book.

The features of this automatic process are simple.

First, Word Lists. Every new word appears in the first column of some lesson. In the second grade each new word is reviewed the following day. Beginning with the third grade, every new word is reviewed (1) at the end of the month, (2) at the end of the half year, (3) in the first half year following in some lesson in the second column, (4) in the second half year in some lesson in the third column.

Second, Phonics. Every word appears automatically for the third time in column III. Each word having already appeared in column I, and a half year later in column II, the correct form of the words must now have been visualized. The word is not only reviewed but diacritically marked in column III, all words thereby coming up automatically for correct pronunciation so that steadily and unconsciously the child gains power for dictionary work.

Third, Method. (1) The "Suggestions to Teachers" is a concise method of teaching spelling applied concretely to the lessons in this book. (2) Following each lesson, definite problems are brought up, with references, wherever necessary, to the solution to be found in "Suggestions to Teachers."

The author desires to make special acknowledgment to L. Maxine Kelly, Principal, Interbay School, Seattle, for careful and untiring work in preparing the word lists. Also to the teachers in Seattle who have tested the efficacy of the methods outlined in the *Automatic Speller*, and particularly to Nina D. Moore, Katherine Meyers, Irene Walker, Grace E. Cox, M. Myrtle Kiger, Grace E. McCauley, Edith L. Krueger, Ethel A. Burrell, and C. Mabel Smith.

And finally, grateful acknowledgment is also made to Frank B. Cooper, Superintendent of Schools of Seattle, who has been a never-failing counselor and a constant inspiration to the author in all her educational undertakings.

NETTIE SAWYER FUNK

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THE AUTOMATIC SPELLER

GRADE 2 B

| FIRST WEEK | | SECOND WEEK | |
|------------------|--------|------------------|--------|
| NEW WORDS | REVIEW | NEW WORDS | REVIEW |
| <i>Monday</i> | | <i>Monday</i> | |
| too | | near | grow |
| cold | | stay | torn |
| more | | broke | street |
| <i>Tuesday</i> | | <i>Tuesday</i> | |
| of | too | free | near |
| meet | cold | climb | stay |
| wait | more | wrote | broke |
| <i>Wednesday</i> | | <i>Wednesday</i> | |
| hold | of | suit | free |
| home | meet | floor | climb |
| then | wait | frame | wrote |
| <i>Thursday</i> | | <i>Thursday</i> | |
| note | hold | give | suit |
| comb | home | loaf | floor |
| field | then | such | frame |
| <i>Friday</i> | | <i>Friday</i> | |
| grow | note | fur | give |
| torn | comb | high | loaf |
| street | field | starve | such |

For suggested methods, see pages vii to ix.

THE AUTOMATIC SPELLER

GRADE 2B

THIRD WEEK
 NEW WORDS REVIEW

FOURTH WEEK
 NEW WORDS REVIEW

Monday

| | |
|-------|--------|
| feel | fur |
| wild | high |
| trunk | starve |

Monday

| | |
|------|-------|
| load | tune |
| with | fair |
| mind | built |

Tuesday

| | |
|-------|-------|
| just | feel |
| steep | wild |
| clock | trunk |

Tuesday

| | |
|------|------|
| hide | load |
| pull | with |
| path | mind |

Wednesday

| | |
|------|-------|
| goes | just |
| year | steep |
| draw | clock |

Wednesday

| | |
|-------|------|
| told | hide |
| live | pull |
| brush | path |

Thursday

| | |
|------|------|
| sum | goes |
| bear | year |
| hope | draw |

Thursday

| | |
|------|-------|
| feed | told |
| west | live |
| meat | brush |

Friday

| | |
|-------|------|
| tune | sum |
| fair | bear |
| built | hope |

Friday

Review the new words of the previous four weeks, noting and carrying forward to subsequent reviews such words as pupils misspell.

To teachers: See note, page vii.

THE AUTOMATIC SPELLER

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GRADE 2 B

FIFTH WEEK NEW WORDS REVIEW

Monday

| | |
|--------|------|
| even | feed |
| can't | west |
| twelve | meat |

Tuesday

| | |
|-------|--------|
| lock | even |
| float | can't |
| write | twelve |

Wednesday

| | |
|--------|-------|
| find | lock |
| move | float |
| crumbs | write |

Thursday

| | |
|------|--------|
| mice | find |
| meal | move |
| wish | crumbs |

Friday

| | |
|--------|------|
| coal | mice |
| string | meal |
| meant | wish |

SIXTH WEEK NEW WORDS REVIEW

Monday

| | |
|-------|--------|
| when | coal |
| know | string |
| bring | meant |

Tuesday

| | |
|--------|-------|
| tight | when |
| stamp | know |
| spread | bring |

Wednesday

| | |
|-------|--------|
| claim | tight |
| clean | stamp |
| thumb | spread |

Thursday

| | |
|-------|-------|
| jump | claim |
| bare | clean |
| those | thumb |

Friday

| | |
|-------|-------|
| drink | jump |
| noise | bare |
| young | those |

THE AUTOMATIC SPELLER

GRADE 2 B

| SEVENTH WEEK | | EIGHTH WEEK | |
|------------------|--------|---|--------|
| NEW WORDS | REVIEW | NEW WORDS | REVIEW |
| <i>Monday</i> | | <i>Monday</i> | |
| sold | drink | knee | pure |
| both | noise | drive | print |
| dress | young | cheese | three |
| <i>Tuesday</i> | | <i>Tuesday</i> | |
| lamb | sold | this | knee |
| fade | both | pray | drive |
| slept | dress | grain | cheese |
| <i>Wednesday</i> | | <i>Wednesday</i> | |
| skin | lamb | pour | this |
| cent | fade | boat | pray |
| time | slept | think | grain |
| <i>Thursday</i> | | <i>Thursday</i> | |
| night | skin | pole | pour |
| match | cent | also | boat |
| bread | time | thing | think |
| <i>Friday</i> | | <i>Friday</i> | |
| pure | night | Review the new words of the previous four weeks, noting and carrying forward to subsequent reviews such words as pupils misspell. | |
| print | match | | |
| three | bread | | |

THE AUTOMATIC SPELLER

5

GRADE 2 B

NINTH WEEK

NEW WORDS REVIEW

Monday

| | |
|--------|-------|
| tick | pole |
| spoke | also |
| bright | thing |

Tuesday

| | |
|-------|--------|
| roll | tick |
| gray | spoke |
| brave | bright |

Wednesday

| | |
|-------|-------|
| bowl | roll |
| brain | gray |
| knelt | brave |

Thursday

| | |
|-------|-------|
| help | bowl |
| tiny | brain |
| along | knelt |

Friday

| | |
|-------|-------|
| rock | help |
| mate | tiny |
| juice | along |

TENTH WEEK

NEW WORDS REVIEW

Monday

| | |
|--------|-------|
| roar | rock |
| chain | mate |
| leaves | juice |

Tuesday

| | |
|------|--------|
| iron | roar |
| gold | chain |
| went | leaves |

Wednesday

| | |
|-------|------|
| child | iron |
| week | gold |
| knife | went |

Thursday

| | |
|-------|-------|
| here | child |
| feast | week |
| spend | knife |

Friday

| | |
|-------|-------|
| nice | here |
| rode | feast |
| cheek | spend |

THE AUTOMATIC SPELLER

GRADE 2 B

ELEVENTH WEEK

NEW WORDS

REVIEW

TWELFTH WEEK

NEW WORDS

REVIEW

Monday

| | |
|-------|-------|
| soap | nice |
| chest | rode |
| speak | cheek |

Monday

| | |
|-------|-------|
| show | play |
| needs | joke |
| catch | thick |

Tuesday

| | |
|-------|-------|
| most | soap |
| light | chest |
| sleep | speāk |

Tuesday

| | |
|-------|-------|
| dear | show |
| paid | needs |
| sheep | catch |

Wednesday

| | |
|-------|-------|
| blue | most |
| hear | light |
| front | sleep |

Wednesday

| | |
|------|-------|
| neat | dear |
| sent | paid |
| team | sheep |

Thursday

| | |
|--------|-------|
| head | blue |
| waist | hear |
| please | front |

Thursday

| | |
|-------|------|
| each | neat |
| wave | sent |
| badge | team |

Friday

| | |
|-------|--------|
| play | head |
| joke | waist |
| thick | please |

Friday

Review the new words of the previous four weeks, noting and carrying forward to subsequent reviews such words as pupils misspell.

THE AUTOMATIC SPELLER

7

GRADE 2B

| THIRTEENTH WEEK | | FOURTEENTH WEEK | |
|-----------------|--------|-----------------|--------|
| NEW WORDS | REVIEW | NEW WORDS | REVIEW |

Monday

| | |
|-------|-------|
| use | each |
| made | wave |
| table | badge |

Monday

| | |
|-------|-------|
| came | rain |
| paint | shake |
| teach | waste |

Tuesday

| | |
|-------|-------|
| next | use |
| face | made |
| right | table |

Tuesday

| | |
|------|-------|
| cage | came |
| leak | paint |
| road | teach |

Wednesday

| | |
|-------|-------|
| leaf | next |
| these | face |
| offer | right |

Wednesday

| | |
|------|------|
| door | cage |
| glad | leak |
| weak | road |

Thursday

| | |
|-------|-------|
| doll | leaf |
| teeth | these |
| candy | offer |

Thursday

| | |
|------|------|
| size | door |
| side | glad |
| read | weak |

Friday

| | |
|-------|-------|
| rain | doll |
| shake | teeth |
| waste | candy |

Friday

| | |
|------|------|
| keep | size |
| lady | side |
| make | read |

GRADE 2B

FIFTEENTH WEEK

NEW WORDS REVIEW

Monday

| | |
|--------|------|
| agree | keep |
| scold | lady |
| before | make |

Tuesday

| | |
|-------|--------|
| tea | agree |
| gate | scold |
| place | before |

Wednesday

| | |
|------|-------|
| east | tea |
| blow | gate |
| baby | place |

Thursday

| | |
|--------|------|
| kind | east |
| judge | blow |
| coming | baby |

Friday

| | |
|-------|--------|
| have | kind |
| sight | judge |
| shown | coming |

SIXTEENTH WEEK

NEW WORDS REVIEW

Monday

| | |
|-------|-------|
| blind | have |
| reach | sight |
| shine | shown |

Tuesday

| | |
|------|-------|
| eat | blind |
| take | reach |
| mail | shine |

Wednesday

| | |
|-------|------|
| seed | eat |
| shame | take |
| puppy | mail |

Thursday

| | |
|------|-------|
| day | seed |
| you | shame |
| dead | puppy |

Friday

Review the new words of the previous four weeks, noting and carrying forward to subsequent reviews misspelled words.
 Devote two weeks to review of new words, pages 1-9.

THE AUTOMATIC SPELLER

9

GRADE 2 A

FIRST WEEK

NEW WORDS

REVIEW

SECOND WEEK

NEW WORDS

REVIEW

Monday

| | |
|--------|------|
| who | day |
| where | you |
| monkey | dead |

Monday

| | |
|--------|-------|
| all | push |
| few | sharp |
| to-day | north |

Tuesday

| | |
|-------|--------|
| are | who |
| flock | where |
| cloud | monkey |

Tuesday

| | |
|-------|--------|
| how | all |
| food | few |
| using | to-day |

Wednesday

| | |
|-------|-------|
| put | are |
| knew | flock |
| blood | cloud |

Wednesday

| | |
|-------|-------|
| flew | how |
| loud | food |
| south | using |

Thursday

| | |
|--------|-------|
| grew | put |
| green | knew |
| chance | blood |

Thursday

| | |
|-------|-------|
| book | flew |
| what | loud |
| churn | south |

Friday

| | |
|-------|--------|
| push | grew |
| sharp | green |
| north | chance |

Friday

| | |
|-------|-------|
| hour | book |
| small | what |
| horse | churn |

For suggested methods, see pages vii to ix.

THE AUTOMATIC SPELLER

GRADE 2 A

THIRD WEEK

NEW WORDS REVIEW

Monday

| | |
|--------|-------|
| eyes | hour |
| tooth | small |
| sleigh | horse |

Tuesday

| | |
|--------|--------|
| chair | eyes |
| short | tooth |
| taking | sleigh |

Wednesday

| | |
|-------|--------|
| June | chair |
| good | short |
| honey | taking |

Thursday

| | |
|-------|-------|
| fir | June |
| owl | good |
| flour | honey |

Friday

| | |
|--------|-------|
| soon | fir |
| ground | owl |
| myself | flour |

FOURTH WEEK

NEW WORDS REVIEW

Monday

| | |
|-------|--------|
| turn | soon |
| were | ground |
| drown | myself |

Tuesday

| | |
|------|-------|
| any | turn |
| open | were |
| down | drown |

Wednesday

| | |
|-------|------|
| took | any |
| town | open |
| shout | down |

Thursday

| | |
|--------|-------|
| visit | took |
| birds | town |
| hidden | shout |

Friday

Review the new words of the previous four weeks, noting and carrying forward to subsequent reviews such words as pupils misspell.

To teachers: See note, page vii.

THE AUTOMATIC SPELLER

11

GRADE 2 A

FIFTH WEEK

NEW WORDS

REVIEW

SIXTH WEEK

NEW WORDS

REVIEW

Monday

| | |
|--------|--------|
| lost | visit |
| which | birds |
| branch | hidden |

Monday

| | |
|-----------|---------|
| sister | unless |
| grandma | letter |
| Wednesday | Tuesday |

Tuesday

| | |
|------|--------|
| boy | lost |
| two | which |
| look | branch |

Tuesday

| | |
|--------|-----------|
| full | sister |
| July | grandma |
| having | Wednesday |

Wednesday

| | |
|-------|------|
| drew | boy |
| some | two |
| house | look |

Wednesday

| | |
|-------|--------|
| work | full |
| much | July |
| straw | having |

Thursday

| | |
|-------|-------|
| black | drew |
| chalk | some |
| weigh | house |

Thursday

| | |
|-------|-------|
| start | work |
| burnt | much |
| mouth | straw |

Friday

| | |
|---------|-------|
| unless | black |
| letter | chalk |
| Tuesday | weigh |

Friday

| | |
|-------|-------|
| star | start |
| wool | burnt |
| brown | mouth |

THE AUTOMATIC SPELLER

GRADE 2 A

SEVENTH WEEK
NEW WORDS REVIEWEIGHTH WEEK
NEW WORDS REVIEW*Monday*

| | |
|--------|-------|
| spool | star |
| found | wool |
| square | brown |

Monday

| | |
|-------|-------|
| four | from |
| stair | count |
| woods | stood |

Tuesday

| | |
|-------|--------|
| why | spool |
| love | found |
| brook | square |

Tuesday

| | |
|-------|-------|
| fork | four |
| spoon | stair |
| broom | woods |

Wednesday

| | |
|-------|-------|
| own | why |
| foot | love |
| burst | brook |

Wednesday

| | |
|-------|-------|
| aunt | fork |
| spoil | spoon |
| moon | broom |

Thursday

| | |
|-------|-------|
| word | own |
| sweet | foot |
| storm | burst |

Thursday

| | |
|-------|-------|
| hurt | aunt |
| come | spoil |
| month | moon |

Friday

| | |
|-------|-------|
| from | word |
| count | sweet |
| stood | storm |

Friday

Review the new words of the previous four weeks, noting and carrying forward to subsequent reviews such words as pupils misspell.

GRADE 2 A

| NINTH WEEK | | TENTH WEEK | |
|------------|--------|------------|--------|
| NEW WORDS | REVIEW | NEW WORDS | REVIEW |

Monday

story hurt
butter come
summer month

Monday

figure finger
twenty sparrow
blanket November

Tuesday

away story
cotton butter
Friday summer

Tuesday

fifty figure
study twenty
music blanket

Wednesday

forget away
winter cotton
money Friday

Wednesday

copy fifty
cradle study
mother music

Thursday

number forget
mistake winter
Monday money

Thursday

greedy copy
window cradle
morning mother

Friday

finger number
sparrow mistake
November Monday

Friday

mitten greedy
hungry window
August morning

THE AUTOMATIC SPELLER

GRADE 2 A

ELEVENTH WEEK
NEW WORDS REVIEW

TWELFTH WEEK
NEW WORDS REVIEW

Monday

| | |
|--------|---------|
| merry | mittens |
| asleep | hungry |
| orange | August |

Monday

| | |
|--------|-------|
| do | was |
| school | done |
| absent | roost |

Tuesday

| | |
|---------|--------|
| April | merry |
| apple | asleep |
| chicken | orange |

Tuesday

| | |
|-------|--------|
| saw | do |
| warm | school |
| point | absent |

Wednesday

| | |
|----------|---------|
| gone | April |
| little | apple |
| birthday | chicken |

Wednesday

| | |
|--------|-------|
| eight | saw |
| farms | warm |
| basket | point |

Thursday

| | |
|--------|----------|
| noon | gone |
| proud | little |
| pretty | birthday |

Thursday

| | |
|------|--------|
| one | eight |
| term | farms |
| walk | basket |

Friday

| | |
|-------|--------|
| was | noon |
| done | proud |
| roost | pretty |

Friday

Review the new words of the previous four weeks, noting and carrying forward to subsequent reviews such words as pupils misspell.

THE AUTOMATIC SPELLER

15

GRADE 2 A

THIRTEENTH WEEK
NEW WORDS REVIEW

FOURTEENTH WEEK
NEW WORDS REVIEW

Monday

| | | | |
|---------|------|-------|--------|
| shall | one | talk | call |
| round | term | pear | their |
| has n't | walk | large | garden |

Tuesday

| | | | |
|-------|---------|--------|-------|
| join | shall | air | talk |
| after | round | paper | pear |
| seven | has n't | kitten | large |

Wednesday

| | | | |
|--------|-------|--------|--------|
| your | join | poor | air |
| they | after | better | paper |
| lesson | seven | shadow | kitten |

Thursday

| | | | |
|-------|--------|---------|--------|
| been | your | girl | poor |
| once | they | pony | better |
| robin | lesson | thirsty | shadow |

Friday

| | | | |
|--------|-------|--------|---------|
| call | been | says | girl |
| their | once | father | pony |
| garden | robin | March | thirsty |

GRADE 2 A

FIFTEENTH WEEK

NEW WORDS

REVIEW

SIXTEENTH WEEK

NEW WORDS

REVIEW

Monday

very says
 plow father
 happy March

Monday

care wash
 heart room
 eleven February

Tuesday

under very
 losing plow
 rabbit happy

Tuesday

want care
 river heart
 there eleven

Wednesday

many under
 every losing
 Saturday rabbit

Wednesday

said want
 earn river
 about there

Thursday

carry many
 throw every
 Thursday Saturday

Thursday

new said
 verse earn
 January about

Friday

wash carry
 room throw
 February Thursday

Friday

Review the new words of the previous four weeks, noting and carrying forward to subsequent reviews misspelled words.

Devote two weeks to review of new words, pages 9-17.

GRADE 3 B: FIRST WEEK

3 B—NEW WORDS

buy
price
your self

2 A—REVIEW

term
some
want

2 B—REVIEW

lämb
mäte
cäme

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "the cost of something."

| | | |
|--------|-------|------|
| that | new | īron |
| cov er | flour | frēe |
| en joy | burnt | fēed |

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

| | | |
|---------|-------|-------|
| flies | knew | wěst |
| cried | town | shāme |
| farm er | small | wāste |

Wednesday—Pronounce the marked words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

| | | |
|-----------|--------|------|
| none | says | tēa |
| change | four | hělp |
| blue bird | to-day | wěnt |

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

| | | |
|---------|--------|-------|
| don't | put | lēaf |
| near ly | lesson | mēat |
| gold en | mother | spěnd |

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Supervised Study," page ix.

THE AUTOMATIC SPELLER

GRADE 3 B: SECOND WEEK

3 B—NEW WORDS

task
ber ry
for give

2 A—REVIEW

been
little
come

2 B—REVIEW

rāin
sēed
pūppy

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

deer
writ ing
Sep tem ber

girl
book
start

māil
wēek
shāke

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

a like
peace
sev en ty

are
one
mitten

pāid
slēep
stāmp

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

wrong
beau ty
clear er

good
carry
better

ēast
prāy
drēss

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

pu pil
min ute
stran ger

gone
apple
thirsty

plāy
knēe
chāin

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To teachers: See "Independent Study," page xiii.

GRADE 3 B: THIRD WEEK

3 B—NEW WORDS

2 A—REVIEW

2 B—REVIEW

frost
for ty
nev er

food
walk
robin

gōes
hīde
mīce

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

sew
col or
ex cuse

birds
brown
morning

rōde
brōke
along

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

wear
six ty
nee dle

who
count
January

bear
hōpe
lōck

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

fence
heav y
bought

love
aunt
taking

size
döll
pr̄int

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

cloak
ho tel
flow er

full
were
sleigh

nēar
nōte
līve

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

To teachers: See "The Test," page xiv.

THE AUTOMATIC SPELLER

GRADE 3 B: FOURTH WEEK

3 B—NEW WORDS

least
ninth
per fect

2 A—REVIEW

why
what
mouth

2 B—REVIEW

dāy
shēep
frāme

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

read y
wa ter
pound

own
once
father

fēel
tōld
stāy

Tuesday—Have pupils note markings and sounds of vowels in third column; copy any words in other columns having same vowel sounds, and mark vowels.

un til
third
queen

house
weigh
August

grāy
bāby
blind

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

hair
learn
Christ mas

lost
horse
study

pōle
gōld
child

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes, hold picture; open eyes, compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

When studying lesson follow plan your teacher used in directing your study. *Always* write the lesson. As you study a word, try to hold a mental picture of it in mind a little while before writing it on paper.

Carry to future reviews words misspelled in each monthly review.

To teachers: See "Correction of Errors," page xvi.

GRADE 3 B: FIFTH WEEK

3 B—NEW WORDS

first
emp ty
good-by

2 A—REVIEW

cloud
figure
having

2 B—REVIEW

mēet
rēad
māde

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "at the beginning."

inch
sea son
com pa ny

two
they
room

rōck
lēak
dēad

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

he ro
freeze
an oth er

verse
warm
March

cěnt
měant
yoǔng

Wednesday—Pronounce the marked words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

geese
hur ry
din ner

after
straw
square

hēre
knělt
cătch

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

wren
fair y
pock et

saw
hurt
where

plāce
clōck
rēach

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Phonetic Words," page xxiv.

THE AUTOMATIC SPELLER**GRADE 3 B: SIXTH WEEK****3 B—NEW WORDS****2 A—REVIEW****2 B—REVIEW**

bridge

soon

fur

tur key

woods

fair

sec ond

November

tūne

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

on ly

south

of

asked

sharp

gīve

par don

Tuesday

can't

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

close

fork

pūre

be low

April

stēep

fol low

unless

trūnk

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

fifth

wool

too

cat tle

hungry

jūdge

al ways

chicken

bādge

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

breeze

any

path

mak ing

chair

nēeds

pres ent

every

brāin

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To teachers: See "A Dozen Don'ts," page xviii.

GRADE 3 B: SEVENTH WEEK

3 B—NEW WORDS

break

touch

dol lar

2 A—REVIEW

talk

birthday

Wednesday

2 B—REVIEW

noise

tēach

thümb

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

could

took

nēat

world

large

wīsh

bro ken

about

brěad

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the others of class look at words.

cloth

said

dēar

nine ty

very

něxt

brought

Thursday

thick

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

toes

their

ēven

quite

which

sprěad

white

eleven

crümb

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

voice

call

nīce

choose

work

tōrn

af ter nqon

open

move

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

To teachers: See "Phonic Chart," page xxxi.

THE AUTOMATIC SPELLER

GRADE 3 B: EIGHTH WEEK

3 B—NEW WORDS

lin en
clothes
sev enth

2 A—REVIEW

much
drown
school

2 B—REVIEW

mind
thrēe
spēak

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

would
strong
eight y

fir
was
Friday

alsō
wēak
drǐŋk

Tuesday—Have pupils note markings and sounds of vowels in third column; copy words, if any, in other columns having same vowel sounds, and mark vowels.

truth
friend
In di an

star
heart
Saturday

gāte
lādy
tēam

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

porch
oth er
laugh

wash
chalk
storm

bear
clēan
mătch

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes, holding picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

When studying, place your paper, after writing the lesson, so you cannot see and copy your words when writing the list again.

After each day's lesson copy into a notebook all words misspelled. Take notebook home every Friday, and ask your parents to help you study and hear you spell the words in it.

GRADE 3 B: NINTH WEEK

3 B—NEW WORDS

tried
wheat
rea son

2 A—REVIEW

seven
has n't
Monday

2 B—REVIEW

mēal
with
sūch

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "something that grows."

threw
throat
knight

north
brook
found

skin
time
tāble

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

fruit
piece
thir ty

tooth
letter
summer

jǔst
tāke
drīve

Wednesday—Pronounce the marked words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

whose
gen tle
kitch en

stair
music
February

pull
öffēr
wrōte

Thursday—Have pupils copy most difficult words of lesson. Underline the most difficult letter or group of letters in each; think of some way to remember it.

nois y
should
thought

earn
using
orange

cāge
wāit
spōke

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Words Frequently Misspelled When Writing,"
page xxiii.

GRADE 3 B: TENTH WEEK

3 B—NEW WORDS

tired

nap kin

com ma

2 A—REVIEW

foot

word

there

2 B—REVIEW

jōke

hīgh

bōth

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

broad

air

mōst

thread

throw

light

De cem ber

broom

whēn

Tuesday—Have pupils copy the words they can spell without study; then copy the remaining words and spend their time on them.

tow el

July

hēar

noth ing

finger

rīght

lan tern

kitten

wāve

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

eas y

do

flōat

fourth

join

knīfe

doz en

point

thīnk

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

great

burst

thīs

quick

stood

flōor

of ten

rabbit

tēeth

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To pupils: See "Things for Pupils to Remember," page v.

GRADE 3 B: ELEVENTH WEEK

3 B—NEW WORDS

build
church
coun try

2 A—REVIEW

boy
visit
absent

2 B—REVIEW

lōaf
brāve
br̄ush

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

smile
for est
chil dren

spoil
money
grandma

ūse
bōat
starve

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

shore
heard
broth er

turn
grew
river

sūm
cōal
thīng

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

earth
quart
care ful

sister
farms
happy

dōor
thēse
căndy

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

caught
re mem ber
San ta Claus

hour
short
story

fāde
chěst
front

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

GRADE 3 B: TWELFTH WEEK

3 B—NEW WORDS

blew
crowd
a bove

2 A—REVIEW

look
spoon
asleep

2 B—REVIEW

ēach
blōw
coming

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

fa ble
smooth
tea cup

churn
honey
number

blue
shōw
chēese

Tuesday—Have pupils note markings and sounds of vowels in third column; copy any words in other columns having same vowel sounds, and mark vowels.

spring
stream
thir teen

plow
down
ground

grōw
shīne
lēaves

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

since
tenth
re turn

sweet
losing
pretty

slēpt
grāin
strēet

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes, holding picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Once a week, oftener if necessary, turn to phonic chart on page xxxi and spend a few minutes by yourself following directions there given for phonic drill. If you find this drill difficult, you should devote extra time to it.

Carry to future reviews words misspelled in each monthly review.

GRADE 3 B: THIRTEENTH WEEK

3 B—NEW WORDS

a cross
car pet
mid dle

2 A—REVIEW

done
cradle
branch

2 B—REVIEW

sīde
rōad
befōre

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "a part of a tree."

love ly
trav el
be long

eyes
from
myself

sěnt
rōar
sīght

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

might
cot tage
ad di tion

loud
pony
blood

ēat
draw
tīght

Wednesday—Pronounce the marked words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

pair
a mong
thim ble

poor
under
proud

thēn
wāist
thōse

Thursday—Have pupils copy the most difficult words of the lesson. Underline the most difficult letter or group of letters in each; think of some way to remember it.

grown
wag on
blos som

care
your
window

wrīte
nīght
chēek

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

GRADE 3 B: FOURTEENTH WEEK

3 B—NEW WORDS

eith er
fam i ly
hun dred

2 A—REVIEW

few
June
chance

2 B—REVIEW

tick
fāce
lōad

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

bus y
rap id
di vide

drew
many
blanket

sūit
fiēld
shōwn

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

does
re view
sen tence

fifty
greedy
hidden

sōld
bōwl
juice

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

whole
pen cil
hon est

pear
copy
merry

yēar
hōme
brīng

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

sixth
cor ner
mul ti ply

push
mistake
sparrow

cōmb
clīmb
brīght

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

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GRADE 3 B: FIFTEENTH WEEK

3 B—NEW WORDS

cit y
tongue
peo ple

2 A—REVIEW

basket
twenty
shadow

2 B—REVIEW

find
sōap
māke

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

sure
a fraid
gro cer y

month
butter
cotton

cōld
gläd
agrēe

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

hab it
quar ter
dif fer ence

owl
moon
spool

kīnd
hōld
jūmp

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

ear ly
vel vet
fif teen

shall
shout
monkey

fēast
mōre
pāint

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

whom
wool en
au tumn

how
eight
round

hăve
plēase
twēlve

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

THE AUTOMATIC SPELLER

GRADE 3 B: SIXTEENTH WEEK

3 B—NEW WORDS

2 A—REVIEW

2 B—REVIEW

o bey
board
an i mal

flew
noon
roost

rōll
wīld
clāim

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

niece
cir cle
to geth er

away
flock
black

hēad
kēep
scōld

Tuesday—Have pupils note markings and sounds of vowels in third column; copy any words in other columns having same vowel sounds, and mark vowels.

weath er
sub tract
yes ter day

all
green
forget

you
pōur
tīny

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

or chard
pleas ant
di vi sion

paper
winter
garden

knōw
built
string

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes, holding picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

HALF-YEARLY REVIEW

To teachers: Devote two weeks to review of words in left-hand columns, pages 17 to 33.

First week, assign lessons thus: Monday to Thursday, new words, pages 17 to 24 inclusive. Friday, words missed four preceding days.

Second week, assign lessons thus: Monday to Thursday, new words, pages 25 to 32 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

GRADE 3 A: FIRST WEEK

3 A—NEW WORDS

3 B—REVIEW

2 A—REVIEW

| | | |
|----------|---------|------|
| health | buy | want |
| be cause | change | food |
| rain bow | writing | come |

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "what we eat."

| | | |
|----------|--------|------|
| sug ar | that | why |
| straight | nearly | term |
| con'cert | minute | been |

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

| | | |
|----------|----------|------|
| cheer | cried | walk |
| cous in | peace | what |
| ex plain | yourself | some |

Wednesday—Pronounce the words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

| | | |
|---------|----------|--------|
| guide | flies | little |
| cir cus | clearer | röbin |
| sau cer | bluebird | month |

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

| | | |
|---------------|--------|-------|
| eighth | none | new |
| through | golden | look |
| sub trac tion | beauty | birds |

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Supervised Study," page ix.

GRADE 3 A: SECOND WEEK

3 A—NEW WORDS

East er

a round

beneath

3 B—REVIEW

don't

pupil

forgive

2 A—REVIEW

girl

ōwn

stārt

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

cou ple

task

once

im prove

heavy

būrnt

ques tion

stranger

brown

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

fer tile

deer

flour

hy phen

enjoy

fāthēr

prod uct

seventy

mōrnīng

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

growth

cover

äre

sup per

wrong

who

four teen

September

knew

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

an swer

alike

one

meas ure

berry

town

lan guage

farmer

house

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To teachers: See "Independent Study," page *xiii*.

GRADE 3 A: THIRD WEEK

3 A—NEW WORDS

dai ly
jour ney
ex am ple

3 B—REVIEW

frost
cloak
Christmas

2 A—REVIEW

small
count
weigh

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

du ty
wom en
ex press

least
fence
bought

mitten
August
Jānuary

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

e qual
cor rect
be lieve

wear
flower
perfect

says
love
gōōd

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give the sound.

tear
vi o let
grown-up

until
sixty
ready

lost
fōur
cărry

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

sword
re cess
a rith me tic

hotel
excuse
pound

hōrse
to-dāy
tāking

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

To teachers: See "The Test," page xiv.

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GRADE 3 A: FOURTH WEEK

3 A—NEW WORDS

sign
lose
fac to ry

3 B—REVIEW

third
price
water

2 A—REVIEW

āunt
stūdy
bëttēr

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

hymn
mo tion
wom an

ninth
queen
never

put
were
gone

Tuesday—Have pupils note sounds of vowels in third column; copy any words in other columns having vowels they can mark.

gi ant ·
ma chine
mes sage

sew
hair
forty

full
thirsty
lësson

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

thief
guess
pic ture

learn
color
needle

äpple
sleigh
mothēr

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Occasionally, after studying a lesson, test yourself before recitation as follows: Look at book, copy first letter of each word; close book, and complete each word in writing.

Keep a copy of, and study, every word you misspell in daily spelling lessons and in written compositions.

Carry to future reviews words misspelled in each monthly review.

To teachers: See "Correction of Errors," page xvi.

GRADE 3 A: FIFTH WEEK

3 A—NEW WORDS

for ward
hol i day
mer chant

3 B—REVIEW

only
touch
white

2 A—REVIEW

cloud
woods
Tūesday

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "a day of the week."

| | | |
|----------|--------|----------|
| may or | voice | call |
| par ent | season | they |
| pitch er | pardon | Thūrsday |

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

| | | |
|-----------|-----------|-------|
| a pron | asked | wōol |
| clean ly | present | mūch |
| quo tient | afternoon | Märch |

Wednesday—Pronounce the marked words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

| | | |
|------------|--------|--------|
| ves sel | close | where |
| prom ise | break | squāre |
| va ca tion | choose | Frīday |

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

| | | |
|-----------|---------|----------|
| dou ble | linen | chāir |
| cray on | below | stōrm |
| sev er al | good-by | Wēnesday |

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Phonetic Words," page xxiv.

GRADE 3 A: SIXTH WEEK

3 A—NEW WORDS

3 B—REVIEW

2 A—REVIEW

rime
used
swallow

broken
pocket
seventh

their
hăving
Nověmbēr

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

chief
al most
beau ti ful

wren
follow
clothes

work
warm
April

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

curl
force
ex er cise

bridge
eighty
always

about
schōol
hǔngry

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

pic nic
o 'clock
school mate

strong
ninety
turkey

stār
said
ěvěry

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

six teen
scis sors
daugh ter

would
second
making

tōok
věry
Säturday

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To teachers: See "A Dozen Don'ts," page xviii.

GRADE 3 A: SEVENTH WEEK

3 A—NEW WORDS

choice
li bra ry
gen tle man

3 B—REVIEW

truth
world
freeze

2 A—REVIEW

fōrk
south
figure

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

or der
bush el
po ta toes

friend
empty
dinner

ōpen
rōom
whīch

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

ought
mar gin
wel come

quite
hurry
Indian

was
straw
chīckēn

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

glove
o cean
Thanks giv ing

geese
dollar
brought

saw
talk
heārt

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

rough
own er
al read y

toes
fairy
breeze

sōon
wash
lärgē

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

To teachers: See "Phonic Chart," page xxxi.

GRADE 3 A: EIGHTH WEEK

3 A—NEW WORDS

poul try
truth ful
at ten tion

3 B—REVIEW

first
could
company

2 A—REVIEW

two
shärp
elëven

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

part ner
eve ning
sur prise

inch
other
cattle

verse
chalk
drown

Tuesday—Have pupils note sounds of vowels in third column; copy any words in other columns having vowels they can mark.

screw
voy age
com mon

fifth
hero
cloth

any
aftēr
ünlëss

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

col lar
shov el
be tween

laugh
porch
another

fir
hûrt
birthdây

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

When spelling orally, always pronounce words before spelling them, not after; pause between syllables in spelling words of more than one syllable.

After studying spelling lessons you must remember them until the next day, when you are tested on them. What do you do with words misspelled in tests? See page xvi for "Correction of Errors."

In passing spelling blanks and pencils before tests, be quick but quiet.

GRADE 3 A: NINTH WEEK

3 A—NEW WORDS

bu gle
cis tern
mead ow

3 B—REVIEW

reason
brother
children

2 A—REVIEW

häs n't
grew
thrōw

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "something covered with grass."

ea gle
cream
mod est

tried
smile
quart

nōrth
häppy
kittēn

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

e rase
knock
our selves

earth
forest
wheat

plow
bürst
sümmēr

Wednesday—Pronounce the marked words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

twice
vil lage
jan i tor

heard
threw
careful

word
stööd
störy

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

la bor
worm
mis take

shore
throat
caught

earn
chûrn
ăbsent

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Words Frequently Misspelled When Writing," page xxii.

THE AUTOMATIC SPELLER

GRADE 3 A: TENTH WEEK

3 A—NEW WORDS

edge
doc tor
to-mor row

3 B—REVIEW

often
knight
remember

2 A—REVIEW

tûrn
s  ven
bro  m

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

guard
nurse
dream

piece
quick
Santa Claus

do
s  st  r
found

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

youth
steam
re store

above
thirty
country

b  ok
m  sic
r  abb  t

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

beach
sure ly
wood en

blew
fruit
build

down
spoil
  sing

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

true
taste
a gain

crowd
gentle
church

there
sweet
honey

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To pupils: See "Things for Pupils to Remember," page v.

GRADE 3A: ELEVENTH WEEK

3A—NEW WORDS

quilt
shoes
qui et

3B—REVIEW

fable
towel
kitchen

2A—REVIEW

July
rivēr
Monday

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

| | | |
|-----------|--------|-------|
| raise | whose | join |
| slow ly | fourth | hour |
| splen did | smooth | money |

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

| | | |
|----------|--------|-------|
| sleeves | easy | boy |
| re main | noisy | stāir |
| mar bles | teacup | spōon |

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

| | | |
|---------|---------|--------|
| train | dozen | tōoth |
| sail or | spring | ground |
| fu ture | thought | nǔmbēr |

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

| | | |
|-----------|--------|--------|
| toi let | great | āir |
| no tice | should | pretty |
| thou sand | stream | ōrange |

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

THE AUTOMATIC SPELLER**GRADE 3 A: TWELFTH WEEK****3 A—NEW WORDS**

off
while
lis ten

3 B—REVIEW

thread
comma
thirteen

2 A—REVIEW

brōök
fārms
fīngēr

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

po em
sound
neck tie

since
broad
napkin

vīsít
point
lěttēr

Tuesday—Have pupils note markings and sounds of vowels in third column; copy any words in other columns having same vowel sounds, and mark vowels.

un cle
of fice
watch

tired
tenth
lantern

shōrt
asleep
Fēbruary

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

cure
worst
rein deer

return
nothing
December

foōt
losīng
grāndmā

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

By this time you know the four kinds of spelling exercises: Supervised study, in which the teacher directs pupils; independent study by pupils, during which each tries to do his best thinking; the test, which is a short, brisk exercise; and correction of errors.

Carry to future reviews words misspelled in each monthly review.

GRADE 3 A: THIRTEENTH WEEK

3 A—NEW WORDS

3 B—REVIEW

2 A—REVIEW

prove
a larm
nar row

sure
across
difference

done
many
spōol

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "more than a few."

birth
praise,
met al

carpet
fifteen
grocery

how
frōm
hiddēn

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

pause
mot to
farm house

early
afraid
middle

flew
push
blood

Wednesday—Pronounce the words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

en gine
writ ten
door way

habit
belong
velvet

cāre
flōck
baskēt

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

half
sud den
to-night

lovely
woolen
quarter

June
pāpēr
būttēr

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

GRADE 3 A: FOURTEENTH WEEK

3 A—NEW WORDS

style
rib bon
to ma to

3 B—REVIEW

sixth
whom
travel

2 A—REVIEW

shout
crādle
blänkēt

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

sor ry
se cret
sad dle

might
corner
autumn

pear
eight
myself

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

wrist
claws
cel lar

city
obey
cottage

all
rōost
mistake

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

buck et
col umn
ink stand

tongue
animal
addition

poor
your
shädōw

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

glance
gath er
home ward

board
people
among

owl
chance
gärdēn

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

GRADE 3 A: FIFTEENTH WEEK

3 A—NEW WORDS

3 B—REVIEW

2 A—REVIEW

folks
a lone
fur nish

pair
does
niece

fifty
branch
monkey

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

po lite
rail road
break fast

pencil
thimble
together

loud
copy
round

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

dwarf
ad vance
court house

circle
wagon
honest

awāy
proud
spärrōw

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

fair ly
can dle
bon fires

whole
blossom
yesterday

grēen
mouth
windōw

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

cen ter
fail ure
er rand

grown
subtract
multiply

drew
mōōn
wīntēr

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

GRADE 3 A: SIXTEENTH WEEK

3 A—NEW WORDS

3 B—REVIEW

2 A—REVIEW

si lent
prompt
lib er ty

divide
family
weather

eyes
shăll
grēedy

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

gal lon
pe ri od
an chor

busy
orchard
hundred

nōōn
pōny
mĕrry

Tuesday—Have pupils note markings and sounds of vowels in third column; copy any words in other columns having same vowel sounds, and mark vowels.

ex tra
naught
serv ant

either
review
division

bläck
ündēr
twĕnty

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

else
cof fee
bag gage

rapid
sentence
pleasant

few
förgët
cöttion

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

Learn to complete the test and the correction of errors in daily spelling lessons in five minutes.

HALF-YEARLY REVIEW

To teachers: Devote two weeks to review of words in left-hand columns, pages 33 to 49.

First week, assign lessons thus: Monday to Thursday, new words, pages 33 to 40 inclusive. Friday, words missed four preceding days.

Second week, assign lessons thus: Monday to Thursday, new words, pages 41 to 48 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

GRADE 4 B: FIRST WEEK

4 B—NEW WORDS

3 A—REVIEW

3 B—REVIEW

in stead

couple

alike

east ern

correct

clōak

hon es ty

because

ĕnjoy

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "more than one."

med i cine

guess

lēast

moun tain

sugar

cried

knowl edge

fertile

beautȳ

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

re ceive

cheer

none

e nough

growth

watēr

for tune

grown-up

minute

Wednesday—Pronounce the words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

dur ing

circus

hâir

res cue

recess

fōrty

wheth er

through

color

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

doubt

duty

nēedle

breathe

Easter

fōrgive

his to ry

measure

wrīting

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Supervised Study," page ix.

THE AUTOMATIC SPELLER

GRADE 4 B: SECOND WEEK

4 B—NEW WORDS

globe
de pot
pas sen ger

3 A—REVIEW

hymn
message
example

3 B—REVIEW

buy
bōught
sēventy

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

i dle
reins
to ward

lose
improve
rainbow

wrōng
fārmēr
perfěct

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

ci pher
law yer
for eign

equal
giant
concert

nēvēr
pound
chānge

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

is land
let tuce
fre'quent

tear
cousin
hyphen

dōn't
quēen
ěxcūse

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

trou ble
in crease'
tem per ate

guide
sword
fourteen

tåsk
learn
sixty

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To teachers: See "*Independent Study*," page xiii.

GRADE 4 B: THIRD WEEK

4 B—NEW WORDS

brief
ker nel
nei ther

3 A—REVIEW

answer
beneath
subtraction

3 B—REVIEW

dēer
hěavy
yoursēlf

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

freight
har bor
ditch es

thief
daily
women

thăt
hotĕl
clēarēr

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

rai sin
sel dom
pleas ure

sign
health
woman

pūpīl
rěady
bluebird

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

stitch
whis tle
stud ied

believe
picture
question

third
frōst
nēarly

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

fierce
buck le
cour age

violet
product
straight

sew
běrry
Chrīstmas

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

To teachers: See "The Test," page xiv.

GRADE 4 B: FOURTH WEEK

4 B—NEW WORDS

ca noe
at tempt
en gi neer

3 A—REVIEW

supper
explain
arithmetiC

3 B—REVIEW

prīce
fēnce
Sěptěmbēr

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

| | | |
|-----------|----------|--------|
| dense | eighth | covēr |
| oys ter | saucer | pēace |
| south ern | language | flowēr |

Tuesday—Have pupils note markings and sounds of vowels in third column; copy any words in other columns having same vowel sounds, and mark vowels.

| | | |
|-------------|---------|----------|
| pi geon | around | flies |
| pres i dent | express | nīnfh |
| whole sale | machine | strāngēr |

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

| | | |
|-------------|---------|--------|
| grief | motion | wear |
| sand wich | factory | tūntl |
| di rec tion | journey | gōlden |

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

When studying lesson follow plan your teacher used in directing your study. *Always* write the lesson. As you study a word, try to hold a mental picture of it in mind a little while before writing it on paper.

Carry to future reviews words misspelled in each monthly review.

To teachers: See "Correction of Errors," page xvi.

GRADE 4 B: FIFTH WEEK

4 B—NEW WORDS

3 A—REVIEW

3 B—REVIEW

den tist
pas ture
A mer i ca

chief
collar
merchant

brīdge
friēnd
brōught

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "something we wear."

search
pi an o
bar gain

ought
almost
holiday

gēese
truth
točh

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

source
cap i tal
ge og ra phy

shovel
margin
forward

pōrch
breāk
hūrry

Wednesday—Pronounce the marked words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

tim id
clev er
val ley

between
welcome
beautiful

voice
fōllōw
company

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

va por
sponge
a gainst

curl
mayor
Thanksgiving

white
belōw
sēason

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Phonetic Words," page xxiv.

GRADE 4B: SIXTH WEEK

4B—NEW WORDS

ac^tion
co^oon
mo^ment

3A—REVIEW

o'clock
already
quotient

3B—REVIEW

cl^oth
t^{ur}key
Iⁿdian

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

prayer
pas^tor
breath

vessel
vacation
daughter

fairy
would
d^öllar

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

au^thor
de^stroy
con^trol

oce^an
pitcher
exercⁱse

lⁱⁿen
dⁱⁿnér
pr^esent

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

coarse
sigⁿal
po^lice

force
glove
parent

inch
alw^āys
aft^ērno^ōn

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

boast
quar^{re}l
shep^{herd}

rough
apron
picnic

t^ōes
cl^ōse
g^ōod-by

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To teachers: See "The Use of the Dictionary," page xviii.

GRADE 4 B: SEVENTH WEEK

4 B—NEW WORDS

3 A—REVIEW

3 B—REVIEW

bluffs
es cape
sum mit

owner
cleanly
schoolmate

läugh
brōken
sěcond

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

ce dar
a muse
dis turb

sixteen
scissors
promise

could
strōng
pōckět

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

dai sy
sa cred
squir rel

rime
order
double

frēeze
māking
sěventh

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

gorge
silence
be yond

several
swallow
common

hērō
fifth
chōose

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

par cel
ad dress
im por tant

crayon
voyage
potatoes

quite
åsked
ëmpty

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

To teachers: See "A Dozen Don'ts," page xviii.

THE AUTOMATIC SPELLER

GRADE 4 B: EIGHTH WEEK

4 B—NEW WORDS

3 A—REVIEW

3 B—REVIEW

ba sin

used

ōnly

ex cept

screw

othēr

cap tain

bushel

world

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

wea ry

library

wrēn

cli mate

evening

brēeze

ship wreck

attention

eighty

Tuesday—Have pupils note markings and sounds of vowels in third column; copy any words in other columns having same vowel sounds, and mark vowels.

co zy

surprise

căttle

jin gle

truthful

clōthes

car riage

gentleman

pärdon

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

ca na ry

choice

first

cur tain

partner

ninety

chim ney

poultry

anothēr

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

When studying, place your paper, after writing the lesson, so you cannot see and copy your words when writing the list again.

After each day's lesson copy into a notebook all words misspelled. Take notebook home every Friday, and ask parents to help you study and hear you spell the words in it.

GRADE 4 B: NINTH WEEK

4 B—NEW WORDS

slice
use ful
um brel la

3 A—REVIEW

toilet
again
meadow

3 B—REVIEW

ēasy
quīck
thōught

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "something we carry."

queer
mus cle
sep a rate

quilt
erase
uncle

noisy
caught
coūtry

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

yoke
tar dy
stir rup

raise
worst
ourselves

piēce
sīnce
chīldren

Wednesday—Pronounce the marked words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

rinse
wel fare
av e nue

off
notice
janitor

těnth
heard
cōmma

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

knob
taught
hand ful

cure
watch
wooden

blew
rēason
lăntērn

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Phonic Chart," page xxxi.

GRADE 4 B: TENTH WEEK

4 B—NEW WORDS

3 A—REVIEW

3 B—REVIEW

check

bugle

fāble

ter ri bly

listen

should

kind ness

dream

cāreful

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

ti dy

knock

dozen

sin gle

sound

thirty

leath er

sleeves

remembēr

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

ar my

office

buīld

bot tom

village

năpkin

up ward

mistake

thirtēen

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

sta ble

guard

crowd

fore head

restore

knīght

whirl pool

necktie

nothīng

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

tru ly

train

trīed

cough

doctor

shōre

hos pi tal

marbles

brōad

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To teachers: See "Words Frequently Misspelled When Writing," page xxii.

GRADE 4 B: ELEVENTH WEEK

4 B—NEW WORDS

trade
sil ver
con sent

3 A—REVIEW

cistern
reindeer
to-morrow

3 B—REVIEW

fruit
earth
smooth

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

| | | |
|-----------|--------|-------------|
| cheap | nurse | great |
| cen tral | remain | tired |
| vin e gar | modest | Santa Claus |

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

| | | |
|----------------|--------|--------|
| con'duct | labor | smile |
| cat er pil lar | steam | towel |
| cou ra geous | future | thrōat |

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

| | | |
|-----------|----------|--------|
| sir up | taste | whēat |
| shoot | worm | retūrn |
| mois ture | thousand | strēam |

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

| | | |
|-----------|----------|---------|
| but ton | edge | whose |
| scam per | youth | thrēad |
| chest nut | splendid | brothēr |

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

To pupils: See "Things for Pupils to Remember," page v.

GRADE 4 B: TWELFTH WEEK

4 B—NEW WORDS

news
block
ex pect

3 A—REVIEW

cream
surely
slowly

3 B—REVIEW

fōurth
gěntle
tēacūp

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

won der
men tion
veg e ta ble

true
eagle
while

above
sprīng
Decěmbēr

Tuesday—Have pupils note markings and sounds of vowels in third column; copy any words in other columns having same vowel sounds, and mark vowels.

suc ceed
po si tion
trib u ta ry

poem
twice
quiet

ōften
chûrch
kîtchĕn

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

cho rus
cer tain
re quest

shoes
beach
sailor

threw
quart
fôrĕst

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Once a week, oftener if necessary, turn to phonic chart on page xxxi and spend a few minutes by yourself following directions there given for phonic drill. If you find this drill difficult, you should devote extra time to it.

Carry to future reviews words misspelled in each monthly review.

GRADE 4B: THIRTEENTH WEEK

4 B—NEW WORDS

deaf
pa rade
man ner

3 A—REVIEW

alarm
period
candle

3 B—REVIEW

hăbit
trăvel
review

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "something we like to do."

| | | |
|-------|--------|---------|
| gem | polite | does |
| a ble | motto | across |
| fame | naught | fifteēn |

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

| | | |
|----------|--------|-------|
| knot | alone | obey |
| el bow | pause | sixth |
| con tain | gallon | mīght |

Wednesday—Pronounce the marked words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

| | | |
|-----------|----------|--------|
| wharf | else | lovely |
| arc tic | claws | côrnér |
| fi nal ly | homeward | wôolĕn |

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

| | | |
|-----------|---------|--------|
| plow | half | whom |
| hatch et | failure | among |
| back ward | sudden | autumn |

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

GRADE 4B: FOURTEENTH WEEK

4B—NEW WORDS

3A—REVIEW

3B—REVIEW

| | | |
|---------|---------|----------|
| dai ry | silent | sure |
| ban ner | narrow | fămily |
| man age | advance | sĕntence |

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

| | | |
|-------------|-----------|---------|
| bar ber | servant | early |
| pub lic | railroad | pěncíl |
| hap pi ness | farmhouse | cottage |

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

| | | |
|-----------|---------|----------|
| whale | coffee | cärpët |
| bar rel | furnish | wěathēr |
| day break | written | togëthēr |

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

| | | |
|-----------|----------|-----------|
| plain | style | niēce |
| fin ish | baggage | ēithēr |
| base ment | inkstand | yěstērday |

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

| | | |
|----------|--------|----------|
| sal a ry | cellar | pâir |
| lec ture | center | ôrchard |
| band age | saddle | plěasant |

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

GRADE 4B: FIFTEENTH WEEK

4B—NEW WORDS

3A—REVIEW

3 B—REVIEW

deck
worth
bal loon

extra
prove
bonfires

busy
quartēr
addition

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

| | | |
|----------|--------|---------|
| debt | folks | hōněst |
| cam el | praise | grōcēry |
| pri vate | anchor | hündred |

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

| | | |
|---------|---------|---------|
| faith | glance | tongue |
| crawl | engine | ănimāl |
| ef fort | liberty | thimble |

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

| | | |
|-----------|--------|--------|
| a corn | errand | circle |
| per son | column | pēople |
| back bone | tomato | middle |

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

| | | |
|----------|------------|----------|
| dain ty | wrist | răpid |
| sup ply | ribbon | dīvīsion |
| cab bage | courthouse | subtrăct |

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

GRADE 4 B: SIXTEENTH WEEK

4 B—NEW WORDS

3 A—REVIEW

3 B—REVIEW

range

birth

grōwn

ket tle

secret

dīvide

state ment

prompt

afrāid

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

de sire

sorry

whōle

ear li est

fairly

blōssom

day light

metal

diffērence

Tuesday—Have pupils note markings and sounds of vowels in third column; copy words, if any, in other columns having same vowel sounds, and mark vowels.

dawn

dwarf

wāgon

al low

gather

vēlvēt

re port

doorway

mūltiply

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

a board

bucket

cīty

will ing

to-night

bōard

an y thing

breakfast

belōng

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

HALF-YEARLY REVIEW

To teachers: Devote two weeks to review of words in left-hand columns, pages 49 to 65.

First week, assign lessons thus: Monday to Thursday, new words, pages 49 to 56 inclusive. Friday, words missed four preceding days.

Second week, assign lessons thus: Monday to Thursday, new words, pages 57 to 64 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

GRADE 4 A: FIRST WEEK

4 A—NEW WORDS

deal
a cre
shelves

4 B—REVIEW

oyster
rescue
pleasure

3 A—REVIEW

sugar
beliēve
länguage

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "something sweet."

| | | |
|---------|-----------|---------|
| fa vor | globe | cousin |
| wit ty | seldom | answēr |
| ad vise | direction | fäctory |

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

| | | |
|---------|-----------|---------|
| er ror | freight | circus |
| ex act | toward | swōrd |
| fac ing | wholesale | fertile |

Wednesday—Pronounce the marked words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

| | | |
|----------|----------|---------|
| ea ger | stitch | recēss |
| de feat | kernel | eighth |
| ap point | mountain | ĕxămple |

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

| | | |
|-----------|---------|----------|
| ease | grief | Ēastēr |
| bait | lawyer | měasure |
| ben e fit | receive | grōwn-ŭp |

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Supervised Study," page ix.

GRADE 4 A: SECOND WEEK

4 A—NEW WORDS

trial
throne
sol dier

4 B—REVIEW

trouble
history
president

3 A—REVIEW

hymn
express
benēath

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

scar
point er
fare well'

reins
neither
sandwich

teār
hēalth
sūppēr

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

sol id
mod el
ceil ing

harbor
eastern
studied

chēer
quēstion
arithmetič

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

wait er
bun dle
wal nut

enough
foreign
courage

guīde
woman
hyphēn

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

ef fect
sub'ject
whole some

island
attempt
whether

dāily
prōdūct
mēssage

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To teachers: See "Independent Study," page xiii.

GRADE 4A: THIRD WEEK

4 A—NEW WORDS

post age

mag net

mur mur

4 B—REVIEW

brief

pigeon

passenger

3 A—REVIEW

ēqual

mōtion

subträction

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

or gan

pub lish

mag a zine

ditches

whistle

honesty

violët

ímprove

stráight

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

pet al

re gion

na ture

fierce

cipher

medicine

sīgn

womēn

rāinbōw

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

midst

lo cate

oc cu py

canoe

during

lettuce

giant

saucēr

fōurtēen

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

in sect

scar let

gloom y

dense

doubt

increase

thief

around

joūrney

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

To teachers: See "The Test," page xiv.

GRADE 4 A: FOURTH WEEK

4 A—NEW WORDS

in jure
bal ance
lone some

4 B—REVIEW

depot
raisin
instead

3 A—REVIEW

couple
through
machine

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

| | | |
|------------|-----------|---------|
| loose | idle | duty |
| ear nest | buckle | explain |
| in dus try | knowledge | picture |

Tuesday—Have pupils note markings and sounds of vowels in third column; copy any words in other columns having same vowel sounds, and mark vowels.*

| | | |
|---------|----------|---------|
| gown | fortune | guess |
| ma jor | frequent | correct |
| pre fer | engineer | concert |

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

| | | |
|----------|-----------|---------|
| forge | breathe | lose |
| im pure | southern | grōwth |
| har vest | temperate | because |

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Occasionally, after studying a lesson, test yourself before recitation as follows: Look at book, copy first letter of each word; close book, and complete each word in writing. Keep a copy of, and study, every word you misspell in daily spelling lessons and in written compositions.

Carry to future reviews words misspelled in each monthly review.

To teachers: See "Correction of Errors," page xvi

GRADE 4 A: FIFTH WEEK

4 A—NEW WORDS

i de a
mi nor
strength

4 B—REVIEW

police
pasture
chimney

3 A—REVIEW

rīme
bushel
attēntion

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "a part of a house."

| | | |
|-----------|-----------|-----------|
| har ness | gorge | dōuble |
| gar ment | climate | surprīse |
| neigh bor | geography | gēntleman |

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

| | | |
|----------|----------|----------|
| bail | clever | screw |
| tal ly | parcel | clēanly |
| col lege | carriage | daughtēr |

Wednesday—Pronounce the words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

| | | |
|----------|---------|---------|
| oc cur | sponge | fōrce |
| un fair | control | pītchēr |
| im mense | curtain | alrēady |

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

| | | |
|-----------|--------|--------------|
| ech o | pastor | almōst |
| fur ther | sacred | merchant |
| prac tice | summit | Thānksgivīng |

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Phonetic Words," page xxiv.

GRADE 4A: SIXTH WEEK

4A—NEW WORDS

blade
ap pear
sta tion

4B—REVIEW

jingle
dentist
captain

3A—REVIEW

ōught
sěvěral
truthful

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

pledge
com fort
in no cent

weary
disturb
bargain

věssel
choice
pärtnēr

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

ad vice
bor row
ex cel lent

cozy
valley
author

cöllar
pârent
scissors

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

choir
re pair
neph ew

boast
against
important

roūgh
o'clock
höldāy

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

coin
fringe
en e my

bluffs
signal
action

ōcean
swallōw
beaūtiful

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To teachers: See "The Use of the Dictionary," page xviii.

GRADE 4A: SEVENTH WEEK

4 A—NEW WORDS

4 B—REVIEW

3 A—REVIEW

at tic
crim son
ham mock

cedar
basin
America

mārgin
pōultry
vacātion

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

| | | |
|----------------|--------|----------|
| wiz ard | piano | ōrdēr |
| lunch eon | prayer | cōmmon |
| hand ker chief | beyond | quōtient |

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

| | | |
|-----------|---------|---------|
| war rior | source | shovel |
| gen er al | canary | sīxtēen |
| twi light | quarrel | fōrward |

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

| | | |
|-----------|-----------|--------|
| i ci cle | vapor | ūsed |
| sat is fy | coarse | ōwnēr |
| sim i lar | shipwreck | pīcnīc |

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

| | | |
|------------|--------|--------|
| though | daisy | cūrl |
| pre pare | escape | glove |
| mos qui to | cocoon | crāyon |

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

To teachers: See "A Dozen Don'ts," page xviii.

THE AUTOMATIC SPELLER**GRADE 4 A: EIGHTH WEEK****4 A—NEW WORDS**

ze ro
prai rie
ir ri gate

4 B—REVIEW

search
breath
squirrel

3 A—REVIEW

āpron
ēvenīng
wēlcome

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

tick et
gyp sy
heed less

silence
capital
destroy

māyor
voyage
potātōes

Tuesday—Have pupils note markings and sounds of vowels in third column; copy words, if any, in other columns having same vowel sounds, and mark vowels.

po lar
on ion
pan try

timid
except
shepherd

chiēf
lībrary
betwēen

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

witch
mis chief
laugh ter

amuse
address
moment

prōmīse
ěxěrcīse
schōolmāte

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

When spelling orally, always pronounce words before spelling, not after; pause between syllables in spelling words of more than one syllable.

After studying spelling lessons you must remember them until the next day, when you are tested on them. What do you do with words misspelled in tests? See page xvi for "Correction of Errors."

In passing spelling blanks and pencils before tests, be quick but quiet.

GRADE 4 A: NINTH WEEK

4 A—NEW WORDS

bis cuit
hard ware
cream er y

4 B—REVIEW

single
conduct
separate

3 A—REVIEW

listen
crēam
restōre

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "something made from flour."

free dom
mu ci lage
car pen ter

muscle
bottom
chestnut

ēagle
stēam
nōtice

Tuesday—Have lesson on board. Have pupils look while teacher erases a word; then, at signal, "Spell," have pupils pronounce and spell the word in concert.

fee ble
squaw
clean li ness

welfare
position
hospital

tāste
jānitor
thousand

Wednesday—Pronounce the words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

ar range
cal en dar
else where

silver
handful
tributary

rāise
čuncle
to-mōrrōw

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

bi cy cle
dis cov er
cour te sy

block
leather
central

slōwly
remāin
reindēer

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

To teachers: See "Phonic Chart," page xxxi.

THE AUTOMATIC SPELLER**GRADE 4A: TENTH WEEK****4A—NEW WORDS**

an kle
cush ion
stom ach

4B—REVIEW

slice
sirup
cheap

3A—REVIEW

ôff
guârd
m ad w

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

busi ness
ac ci dent
el e phant

tidy
queer
scamper

toile t
youth
m d st

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

fas ten
char i ty
ab sence

rinse
certain
forehead

true
s ailor
ours lves

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

cause
e qua tor
com pass

news
truly
stirrup

quilt
twice
 ffice

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

brood
dough nut
cup board

trade
check
chorus

c re
mist ke
spl ndid

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

To teachers: See "Words Frequently Misspelled When Writing,"
page xxii.

GRADE 4 A: ELEVENTH WEEK

4 A—NEW WORDS

4 B—REVIEW

3 A—REVIEW

ga ble
sin cere
ex pense

useful
request
caterpillar

while
nūrse
čistērn

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

| | | |
|--------------|--------|---------|
| prow | army | knöck |
| cur rent | tardy | bēach |
| ac quaint ed | button | něcktīe |

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

| | | |
|-----------|-----------|---------|
| ap ply | taught | trāin |
| fa mous | expect | again |
| bliz zard | whirlpool | village |

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

| | | |
|------------|---------|-------|
| pan el | cough | worm |
| dis miss | avenue | shoes |
| ap pe tite | succeed | watch |

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

| | | |
|-----------|----------|---------|
| e rect | shoot | worst |
| fruit ful | terribly | dōctor |
| awk ward | consent | märbles |

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

To pupils: See "Things for Pupils to Remember," page v.

GRADE 4A: TWELFTH WEEK

4 A—NEW WORDS

4 B—REVIEW

3 A—REVIEW

bash ful

wonder

pōēm

anx ious

vinegar

būgle

con quer

umbrella

drēam

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

bu reau

yoke

erāse

ex hib it

upward

sound

ex am ine

mention

surely

Tuesday—Have pupils note markings and sounds of vowels in third column; copy words, if any, in other columns having same vowel sounds, and mark vowels.

ed u cate

knob

lābor

cer tain ly

vegetable

fūture

earth quake

courageous

wōōden

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

fac tor

stable

ědge

dif fi cult

kindness

quiět

com plete

moisture

slēeves

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

By this time you know the four kinds of spelling exercises: Supervised study, in which the teacher directs pupils; independent study by pupils, during which each tries to do his best thinking; the test, which is a short, brisk exercise; and correction of errors.

Carry to future reviews words misspelled in each monthly review.

THE AUTOMATIC SPELLER

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GRADE 4 A: THIRTEENTH WEEK

4 A—NEW WORDS

val ue
cas tle
mem o ry

4 B—REVIEW

deaf
effort
backbone

3 A—REVIEW

alärm
säddle
advânce

Monday—Describe words for pupils to find, pronounce, and spell, while looking at them in book. *Example*, the word that means "a part of the body."

wor thy
drug gist
pur chase

knot
crawl
daylight

cëntër
ïjkstănd
färmhouse

Tuesday—Have lesson on board. Have pupils look while teacher erases a word, then, at signal, "Spell," have pupils pronounce and spell the word in concert.

re joice
laun dry
fur ni ture

allow
willing
contain

sïlent
pause
hömeward

Wednesday—Pronounce the words of one syllable, having pupils listen with closed eyes and give the vowel sound heard in each word pronounced.

Pa cif ic
block ade
hur ri cane

dawn
banner
basement

hälf
ăñchor
räilrōad

Thursday—Have pupils copy the most difficult words. Underline the most difficult letter or group of letters in each; think of some way to remember it.

yeast
pa tient
en ve lope

acorn
barber
aboard

polite
tomâtô
bäggage

Friday—Have pupils study each word thus: Glance at it, getting its picture as teacher directs; hold picture in mind; spell word as called upon.

GRADE 4 A: FOURTEENTH WEEK

4 A—NEW WORDS

va lise
serv ice
ped dler

4 B—REVIEW

faith
range
manner

3 A—REVIEW

sōrry
fāirly
nărrōw

Monday—Pronounce each word, having class pronounce it immediately after you and name its letters in concert while looking at the word.

frol ic
pump kin
lem on ade

elbow
person
bandage

möttō
ĕrrand
cōlumn

Tuesday—Have pupils copy the words they can spell with least study; then copy the remaining words and spend their time on them.

aisle
Dutch
tun nel

plain
arctic
report

găthĕr
libĕrtу
wrĕtten

Wednesday—Have pupils copy words, if any, having more than one syllable; decide upon accented syllables; place accent marks; then study each word.

clo ver
nos tril
proc ess

worth
plow
happiness

fōlks
servant
to-nīght

Thursday—Have pupils look at the book and *think* the letters of each word in the lesson as the teacher very slowly and distinctly pronounces it.

plague
sur geon
rel a tives

dairy
barrel
anything

ĕlse
style
brĕakfast

Friday—Have pupils study thus: Look at a word and get its picture; close eyes and hold picture in mind; open eyes and write word.

GRADE 4 A: FIFTEENTH WEEK

4 A—NEW WORDS

4 B—REVIEW

3 A—REVIEW

firm
trough
shallow

kettle
parade
private

wrist
prove
candle

Monday—Have pupils pronounce, very distinctly, such words in the lesson as they can; listen as teacher pronounces the others, and pronounce each after her.

wreck
merri ly
vine yard

able
lecture
dainty

praise
buckët
failure

Tuesday—After class has studied this lesson, call upon certain pupils to spell words as you pronounce, while the rest of class look at words.

bruise
perish
brake man

wharf
camel
public

glance
périod
dōorwāy

Wednesday—Have pupils find words, if any, where vowel sounds are formed by a combination of two letters; name letters, and give their sound.

eraser
isthmus
alphabet

whale
supply
hatchet

alōne
ěxtra
sudden

Thursday—Have pupils copy this lesson, writing the hardest word first, the next hardest second, and so on; then study all the hard words.

total
credit
properly

deck
desire
manage

cōfēe
rībōn
cōurthouse

Friday—Have pupils study thus: Look at a word and get its picture, as teacher directs; look away and hold picture in mind; write word.

GRADE 4 A: SIXTEENTH WEEK

4 A—NEW WORDS

4 B—REVIEW

3 A—REVIEW

no ble
pla teau
tor na do

fame
salary
statement

birth
cēllar
bōnfires

Monday—Have pupils find and pronounce all words having long vowel sounds; all having short vowel sounds; all having neither long nor short vowel sounds.

quail
group
pat tern

gem
debt
daybreak

claws
mětal
prōmpt

Tuesday—Have pupils note markings and sounds of vowels in third column; copy any words in other columns having same vowel sounds, and mark vowels.

re lief
crutch
com mence

finally
balloon
earliest

găllon
ěngīne
fūrnish

Wednesday—After pupils have studied lesson, have them close eyes and see what picture they have of each word as teacher slowly pronounces the lesson.

speech
va cant
po et ry

finish
cabbage
backward

dwarf
sēcrēt
naught

Thursday—Have pupils look at hardest letter or group of letters in each hard word; get mental picture; close eyes; hold picture; open eyes, and compare picture with copy.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

HALF-YEARLY REVIEW

To teachers: Devote two weeks to review of words in left-hand columns, pages 65 to 81.

First week, assign lessons thus: Monday to Thursday, new words, pages 65 to 72 inclusive. Friday, words missed four preceding days.

Second week, assign lessons thus: Monday to Thursday, new words, pages 73 to 80 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

GRADE 5 B: FIRST WEEK

5 B—NEW WORDS

ac'cent
clum sy
gov er nor

4 A—REVIEW

petal
major
throne

4 B—REVIEW

īslānd
brēathe
ēnginēer

Monday—"Governor" is derived from "govern." It has the suffix "or." "Govern" is the root word and "governor" the derivative.

im ag ine
li bra ri an
en ter tain

ease
gown
postage

glōbe
whīstle
īnstēad

Tuesday—"Postage" is derived from "post." It has the suffix "age." "Post" is the root word and "postage" the derivative.

va ry
of fi cer
dan ger ous

exact
waiter
earnest

briēf
sēldom
knōwlēdge

Wednesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

so ci e ty
par a sol
cu ri ous

witty
model
lonesome

freight
fōrtūne
dīrēction

Thursday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

swol len
gen er ous
spec ta cle

acre
locate
ceiling

dēnse
fōreign
sāndwīch

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 5 B: SECOND WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

bleak
fraud
creature

trial
nature
harvest

doubt
lawyer
pleasure

Monday—Copy the words you need to study. Underline the hardest letter or group of letters in each; think of some way to remember it.

joist
flu id
safe ty

bait
prefer
murmur

dépôt
hárbor
hóněsty

Tuesday—Is “prefer” a root word or a derivative? If a root word, form and spell several derivatives from it.

pur sue
at tract
fo li age

error
magnet
gloomy

kernél
mědícíne
těmpěrāte

Wednesday—Has “gloomy” a suffix? Has any other word in the lesson a suffix? What is a suffix? Tell your teacher.

re spect
hes i tate
com mit tee

injure
advise
bundle

düring
bückle
prěsíděnt

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

vow el
in i tial
vac ci nate

deal
solid
midst

grief
toward
attempt

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; think the sounds of these letters.

To teachers: See “How to Direct the Study of Spelling,” page xx.

GRADE 5 B: THIRD WEEK

5 B—NEW WORDS

den tal
cen tu ry
ad van tage

4 A—REVIEW

loose
forge
soldier

4 B—REVIEW

rāisin
histōry
incrēase

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

help ful
mu si cian
ter ri to ry

organ
benefit
balance

cānoe
ēastērn
păssēngēr

Tuesday—Has “musician” a suffix? If so, pronounce and spell the suffix. Spell the root word.

quote
as cend
con'test

facing
scarlet
subject

ēnoūgh
dītchēs
frēquēnt

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

in va lid
in tel li gent
ma chin er y

favor
walnut
occupy

fiērce
stūdied
whēthēr

Thursday—“Studied” has the suffix “ed.” What is the root word? How was the root changed when suffix was added?

whol ly
jour nal
an cient

region
pointer
shelves

idle
oystēr
pīgeon

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

To teachers: See “Phonic Chart,” page xxxii.

GRADE 5 B: FOURTH WEEK

5 B—NEW WORDS

de part

pos i tive

div i dend

4 A—REVIEW

scar

impure

magazine

4 B—REVIEW

reins

ciphēr

nēithēr

Monday—Study the hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

un ion

appoint

lēttuce

se lect

industry

mountain

nec es sa ry

wholesome

whōlesāle

Tuesday—Arrange these words alphabetically with reference to the first letters; also, with reference to the first two letters.

vic tor

eager

stītch

fam ine

effect

rēcēive

re li gion

insect

coūrage

Wednesday—Is "victor" a root word or a derivative? If a root word, form, and spell, several derivatives from it.

jel ly

defeat

rēscūe

sol emn

publish

troublē

prog ress

farewell

soúthērn

Thursday—"Southern" has the suffix "ern." Pronounce and spell the root word. Is it pronounced the same as with suffix?

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Improve your ability to use the dictionary by (1) reviewing the alphabet occasionally; (2) telling the location of certain letters in the alphabet, as "d" is nearer the first of the alphabet than "k," "t" is nearer the close than "p"; (3) reviewing diacritical markings occasionally; (4) looking up the meaning of one word daily.

Carry to future reviews words misspelled in each monthly review.

To teachers: See "Phonetic Words," page xxiv.

GRADE 5 B: FIFTH WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

in dex

station

āmūse

sal ad

comfort

brěath

mus lin

twilight

shǐpwŕěck

Monday—"Comfort" is a root word. By adding the prefix "dis" we form the derivative "discomfort." Spell it.

fea ture

nephew

cōarse

fash ion

prepare

ěscāpe

in struct

immense

mōměnt

Tuesday—"Fashion" is a root word. By suffixing "able," we form the derivative "fashionable." Tell the meaning of the suffix "able."

text

bail

gôrge

reg u lar

coin

jǐngle

rec og nize

zero

căpităl

Wednesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

wis dom

gypsy

search

el e gant

garment

cànāry

con ceal

hammock

quarrēl

Thursday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

pier

idea

tímđ

scene

polar

ěxcěpt

o be di ent

luncheon

ěmpôrtănt

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 5 B: SIXTH WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

| | | |
|----------|----------|---------|
| type | icicle | sacrēd |
| scream | pledge | prāyer |
| jus tice | innocent | chimney |

Monday—Copy the words you need to study. Underline the hardest letter or group of letters in each; think of some way to remember it.

| | | |
|----------------|----------|--------|
| knead | choir | blüffs |
| col lect' | satisfy | signdl |
| in de pend ent | practice | cōcōon |

Tuesday—If we add the suffix “ed” to the word “signal,” must we change the spelling of this root? Consult dictionary.

| | | |
|-------------|---------|--------|
| score | fringe | cēdar |
| di a ry | college | vāpor |
| in tro duce | similar | pārcēl |

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

| | | |
|-----------|----------|----------|
| com et | harness | sōurce |
| pros per | heedless | squirrel |
| al ma nac | mischief | Āmēričā |

Thursday—Is “heedless” a root word or a derivative? If a derivative, spell the root.

| | | |
|----------|----------|-------|
| yolk | witch | cōzy |
| um pire | laughter | pīānō |
| nerv ous | strength | bōast |

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; think the sounds of these letters.

To teachers: See “How to Direct the Study of Spelling,” page xx.

GRADE 5 B: SEVENTH WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

stan za

blade

wēary

wrap per

borrow

author

phy si cian

warrior

sūmmiſt

Monday—If we add the suffix “ed” to the root “weary,” must we change the spelling of this root? Consult dictionary.

jun ior

echo

ăction

ac cept

repair

pōlice

vol ca no

mosquito

cûrtain

Tuesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

swamp

unfair

vălley

li cense

enemy

āgainst

cash ier

prairie

căptaĭn

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

ruf fle

ticket

sîlĕnce

ig no rant

crimson

děntiſt

con ti nent

neighbor

cărrīage

Thursday—Is “neighbor” a root word or a derivative? If a root word, form, and spell, several derivatives from it.

lim it

minor

bāsin

mor tal

onion

děſtroy

vol ume

handkerchief

bārgain

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

To teachers: See “Words Frequently Misspelled When Writing,” page xxii.

GRADE 5 B: EIGHTH WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

as sist

appear

beyond

shield

advice

pastor

sher iff

general

address

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

par al lel

though

sponge

de crease

further

climate

fra grance

excellent

disturb

Tuesday—“Excellent” is a derivative. A suffix has been added to the root. Spell the suffix. Was spelling of root changed?

ru in

attic

daisy

flo rist

occur

clever

a gree a ble

irrigate

geography

Wednesday—Has “agreeable” a suffix or a prefix? If so, pronounce and spell suffix or prefix. Have you used it before?

leg end

tally

pasture

dil i gent

wizard

control

min is ter

pantry

shepherd

Thursday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Define a “root” word; a “derivative” word; a “suffix”; a “prefix.” Do you always know a derivative word when you see one?

At the close of each day’s lesson copy into a notebook the words you have misspelled. Take notebook home every Friday, and ask your parents to help you study and hear you spell the words in it.

To pupils: See “Things for Pupils to Remember,” page v.

GRADE 5 B: NINTH WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

worse
caution
approve

fruitful
blizzard
stomach

sírúp
céntrál
kíndněss

Monday—Has "fruitful" a prefix or a suffix? If so, it has a root. Form other derivatives from the same root.

tai lor
ce ment
an nounce

bicycle
exhibit
famous

blöck
sílvér
ăvěnūe

Tuesday—"Famous" has the suffix "ous." Can you spell the root? Has this suffix occurred before? If so, in what word?

sprain
punc tu al
ex cur sion

feeble
bureau
equator

news
tārdy
stāble

Wednesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

jew el
auc tion
foun tain

squaw
charity
awkward

chēap
üpward
sěpárāte

Thursday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

be lief
squall
nug get

ankle
examine
hardware

síngle
ümbrëllå
coůrāgeoůs

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To teachers: See "The Use of the Dictionary," page xviii.

GRADE 5 B: TENTH WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

reign
ac cuse
sau sage

apply
sincere
anxious

tĕrribly
sŭccēd
cōndūct

Monday—Copy the words you need to study. Underline the hardest letter or group of letters in each; think of some way to remember it.

prof it
tor rid
med i cal

current
courtesy
cupboard

taught
bōttom
tribütary

Tuesday—In “profit,” “t” is the final consonant. If we add the suffix “ed” must we double final consonant? Consult dictionary.

post al
o pin ion
fra grant

erect
compass
cleanliness

trāde
stírrüp
hospítäl

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

bouy
hos tile
sur round

fasten
creamery
carpenter

shōot
mūscle
cătērpillar

Thursday—Has “creamery” a suffix or a prefix? If so, pronounce and spell root. Find another suffix in this lesson.

cit i zen
con tin ue
in ter rupt

bashful
cushion
conquer

tīdy
ūseful
rēquēst

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; think the sounds of these letters.

GRADE 5 B: ELEVENTH WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

| | | |
|----------|---------|---------|
| zone | gable | chěck |
| breadth | dismiss | ěxpěct |
| pur pose | educate | měntion |

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

| | | |
|-------------|----------|----------|
| sketch | prow | knőb |
| quar ry | brood | pōsition |
| im pa tient | discover | fōrehěad |

Tuesday—“Impatient” has the prefix “im.” Tell the difference in meaning between the root and this derivative. What does “im” mean?

| | | |
|----------|----------|---------|
| drear y | cause | certain |
| pro ceed | arrange | wělfāre |
| prov erb | appetite | cōnsěnt |

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

| | | |
|-----------|----------|----------|
| rec'ord | panel | truly |
| cus tom | freedom | queer |
| grate ful | elephant | chěstnūt |

Thursday—Has “truly” a prefix or a suffix? If so, pronounce and spell root. Form another derivative from this root.

| | | |
|------------|------------|-----------|
| ju ry | biscuit | slīce |
| fla vor | accident | bütton |
| op po site | earthquake | věgětāble |

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 5 B: TWELFTH WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

u nite
con'flict
ap pear ance

expense
complete
certainly

lēathēr
scāmpēr
whirlpōol

Monday—"Appearance" has the suffix "ance." Note spelling. Find another word on this page to whose root you might add this same suffix.

re sult
sen si ble
mys ter y

doughnut
elsewhere
acquainted

ärmy
cōugh
hăndful

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

rem e dy
de ceive
com rade

absence
difficult
calendar

rǐnse
wondēr
vǐnēgar

Wednesday—Arrange these words alphabetically with reference to the first letters; also, with reference to the first two letters.

af ford
hum ble
guard i an

factor
business
mucilage

yōke
chōrūs
moistüre

Thursday—Is "business" a root word or a derivative? If a derivative, spell the root.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Once a week, oftener if necessary, turn to the phonic chart on page *xxii* and spend a few minutes following directions there given for phonic drill. If you find this drill difficult, you should devote extra time to it.

Carry to future reviews words misspelled in each monthly review.

GRADE 5 B: THIRTEENTH WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

| | | |
|------------|---------|--------|
| har dy | trough | plāin |
| an nu al | speech | dawn |
| be hav ior | Pacific | bănnēr |

Monday—Has “behavior” a suffix or a prefix? If so, pronounce and spell the suffix or prefix. Spell the root.

| | | |
|------------|---------|--------|
| height | group | děck |
| ver ti cal | rejoice | whāle |
| as ton ish | shallow | findlŷ |

Tuesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

| | | |
|--------------|---------|--------|
| view | castle | knöt |
| car a van | Dutch | ĕffōrt |
| dis ap point | pattern | sălăry |

Wednesday—If we add the suffix “ed” to the word “disappoint,” do we double the final consonant? Consult the dictionary.

| | | |
|--------------------|----------|----------|
| ax le | laundry | fāme |
| di vis i ble | properly | sŭpply |
| mul ti pli ca tion | pumpkin | dāylīght |

Thursday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

| | | |
|-------------|-----------|-----------|
| di à gram | eraser | děaf |
| con tra ry | lemonade | earliěst |
| com pan ion | hurricane | hăppiněss |

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

GRADE 5 B: FOURTEENTH WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

ur chin

vacant

děbt

nu mer al

peddler

dāiry

per mis sion

vineyard

kěttle

Monday—Has “permission” a suffix or a prefix? If so, pronounce and spell the suffix or prefix. Spell the root word.

sys tem

relief

crawl

im i tate

wreck

bālloōn

nui sance

service

bäckward

Tuesday—Copy the words you need to study. Underline the hardest letter or group of letters in each; think of some way to remember it.

ob long

value

rānge

mor sel

noble

cōntāin

cir cu lar

surgeon

stātemēnt

Wednesday—Is “value” a root word or a derivative? If a root word, form and spell several derivatives.

wealth

aisle

gěm

chair man

total

přblč

ac quaint ance

purchase

willīng

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

pal ace

valise

person

drow sy

patient

männēr

no bod y

isthmus

anything

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; think the sounds of these letters.

GRADE 5 B: FIFTEENTH WEEK

5 B—NEW WORDS

vis i tor

stu dent

min er al

4 A—REVIEW

firm

poetry

envelope

4 B—REVIEW

ācōrn

mănage

privăte

Monday—"Poetry" is derived from "poet." "Poet" is the root word, and "poetry" the derivative word. "Poetry" has the suffix "ry."

ped al

dis play

ath let ic

yeast

crutch

merrily

worth

rēpōrt

hătchĕt

Tuesday—"Merrily" is a derivative containing the suffix "ly." Spell the root. How was it changed when adding suffix?

af fair

ful fill

nim ble

quail

memory

relatives

ärctĭc

ābōard

băndăge

Wednesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

gleam

dis tance

im me di ate

credit

tunnel

furniture

āble

fīnăsh

dăinty

Thursday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

tas sel

pov er ty

hard ship

frolic

blockade

alphabet

ăllow

părăde

dăybreăk

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 5 B: SIXTEENTH WEEK

5 B—NEW WORDS

4 A—REVIEW

4 B—REVIEW

adult

perish

faith

rural

nostril

barber

weap on

commence

cabbage

Monday—By adding the suffix "ful" to the root "faith," we form "faithful"; by adding the suffix "less" we form "faithless."

es'say

clover

plow

frigid

tornado

camel

real ly

brakeman

desire

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

seize

plague

wharf

liquid

plateau

lecture

photograph

druggist

basement

Wednesday—"Seize" is a root word. Form as many derivatives as you can, using this root. Spell these derivatives.

suburb

bruise

elbow

distance

worthy

barrel

operate

process

backbone

Thursday—Arrange these words alphabetically with reference to the first letters; also, with reference to the first two letters.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

HALF-YEARLY REVIEW

To teachers: For two weeks review words in left-hand columns, pages 81 to 97. *First week*, assign lessons thus: Monday to Thursday, new words, pages 81 to 88 inclusive. Friday, words missed four preceding days.

Second week, assign lessons thus: Monday to Thursday, new words, pages 89 to 96 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

GRADE 5 A: FIRST WEEK

5 A—NEW WORDS

keel

a bode

de cent

5 B—REVIEW

fluid

helpful

religion

4 A—REVIEW

ācre

thrōne

nāture

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

ton ic

fire place

con quer or

attract

century

necessary

mīdst

ādvīse

cēiling

Tuesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

em blem

wor ship

gar bage

jelly

depart

committee

lōose

fācing

walnūt

Wednesday—Is “depart” a root word or a derivative? If a root, form and spell three derivatives; if a derivative, spell root.

a broad

glimpse

sud den ly

swollen

progress

intelligent

prēfer

bēnēfit

mägnēt

Thursday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

sieve

in stant

cy clone

victor

wholly

generous

scār

lōnesome

mägāzine

Friday—Use the word “victor” as the root word, and try to form two derivatives from it. Spell them.

To pupils: See “Directions for the Study of Spelling,” page xx.

GRADE 5 A: SECOND WEEK

5 A—NEW WORDS

keen
grieve
stock ing

5 B—REVIEW

dividend
spectacle
advantage

4 A—REVIEW

dēal
pūblīsh
fārewěll

Monday—"Advantage" is derived from "vantage." "Vantage" is the root word, and "advantage" the derivative. "Advantage" has the prefix "ad."

im age
re sign
mix ture

quote
accent
vaccinate

witty
pětäl
ōccūpy

Tuesday—If we add the suffix "ed" to "occupy," how do we spell the derivative thus formed? Consult dictionary.

le gal
os trich
per form

bleak
foliage
entertain

mōděl
děfēat
īnjure

Wednesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

a dapt
rid dle
mod ern

safety
officer
contest

bāit
earněst
pōstāge

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

no ti fy
sug gest
el e ment

dental
ancient
governor

trīděl
ěffěct
scärlět

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; think the sounds of these letters.

To teachers: See "How to Direct the Study of Spelling," page xx.

GRADE 5A: THIRD WEEK

5 A—NEW WORDS

vi o lin
tur nip
in fan cy

5 B—REVIEW

vary
positive
musician

4 A—REVIEW

fōrge
shēlves
pointēr

Monday—"Infancy" is derived from "infant." "Infant" is the root word and "infancy" the derivative. "Infancy" has the suffix "cy."

| | | |
|----------|----------|---------|
| squad | invalid | ěxăct |
| shin gle | hesitate | wāitēr |
| prob lem | creature | bălănce |

Tuesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

| | | |
|-----------|---------|--------|
| cleanse | joist | ěagēr |
| re solve | ascend | lōcāte |
| north·ern | society | rēgion |

Wednesday—Has the word "northern" a suffix or a prefix? Do you remember studying about the word "southern"? See page 84.

| | | |
|----------|---------|---------|
| scour | vowel | mājor |
| meth od | journal | sōldiēr |
| bou quet | imagine | mûrmûr |

Thursday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

| | | |
|-----------|-----------|-----------|
| germ | select | gown |
| ex cite | parasol | ěnsěct |
| mov a ble | machinery | whōlesome |

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

To teachers: See "Phonic Chart," page xxxii.

GRADE 5 A: FOURTH WEEK

5 A—NEW WORDS

court

pan ic

mag ic

5 B—REVIEW

fraud

famine

librarian

4 A—REVIEW

söld

favor

gloomy

Monday—"Gloomy" contains the root word "gloom" and the suffix "y." Think of another word where "y" forms the suffix.

ca nal

gey ser

ju ve nile

pursue

solemn

dangerous

ĕrror

bündle

impure

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

tri fle

sav age

de light

initial

respect

curious

ōrgān

ăppoint

īndūstry

Wednesday—Find a root word in this lesson to which you can add the suffix "able"; the suffix "ing"; the prefix "dis."

rel ic

pi lot

sec tion

union

clumsy

territory

ēase

stŭbjěct

härvěst

Thursday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Occasionally, after studying a spelling lesson, test yourself before recitation as follows: Look at book; copy first letter of each word; close book; try to complete each word in writing.

Keep a copy of, and study, every word you misspell in daily spelling lessons and in written compositions.

Carry to future reviews words misspelled in each monthly review.

To teachers: See "Phonetic Words," page xxiv.

GRADE 5 A; FIFTH WEEK

5 A—NEW WORDS

nat u ral
mam moth
a bun dance

5 B—REVIEW

shield
fashion
independent

3 A—REVIEW
cöllège
lüncheon
řinnōcěnt

Monday—"Independent" has the root word "depend." Notice that this derivative has both the prefix "in" and the suffix "ent."

| | | |
|----------|-----------|---------|
| fin er y | text | třickět |
| stu pid | wrapper | ăppěar |
| ab rupt | agreeable | warrior |

Tuesday—"Abrupt" may be used as the root word for at least two derivatives. Can you think of and spell them?

| | | |
|----------|-----------|----------|
| wage | index | coin |
| ga rage | umpire | icicle |
| en er gy | continent | prăctice |

Wednesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

| | | |
|------------|--------|--------------|
| tempt | score | idēā |
| tav ern | scene | ădvice |
| land scape | accept | hăndkērchief |

Thursday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

| | | |
|---------------|---------|----------|
| ma rine | legend | rěpāir |
| schol ar | license | härněss |
| im pos si ble | scream | mōsquitō |

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 5 A: SIXTH WEEK

5 A—New Words

5 B—Review

4 A—Review

refuge
conceit
preparation

cashier
instruct
parallel

blâde
ěnemy
hămmock

Monday—"Cashier" has a suffix. Tell what it is, and spell root. Have you had a word with the same suffix?

calico
sentry
declare

florist
conceal
physician

ňnfâir
thôugh
neighbor

Tuesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

oblige
patron
glazier

salad
volume
minister

ěchō
crimson
twilight

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

comic
falsehood
particular

assist
knead
obedient

wizard
irrigate
strength

Thursday—Find any syllables whose vowel sounds are formed by a combination of two letters; think the sounds of these letters.

gimlet
absurd
boundary

type
prosper
volcano

satisfy
nephew
excellënt

Friday—Has "boundary" a suffix or a prefix? If so, pronounce and spell the suffix or prefix. Spell the whole word.

To teachers: See "How to Direct the Study of Spelling," page xx.

GRADE 5A: SEVENTH WEEK

5A—NEW WORDS

cav i ty
of fered
ex plode

5B—REVIEW

yolk
junior
regular

4A—REVIEW

gypsy
further
comfort

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

| | | |
|-----------|---------|----------|
| gen ius | limit | zērō |
| ar ter y | stanza | ōccūr |
| pre mi um | elegant | mīschīef |

Tuesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

| | | |
|----------|-----------|---------|
| ca det | muslin | tālly |
| a void | decrease | stātion |
| for feit | introduce | prāirīe |

Wednesday—Form three derivatives, using the word "forfeit" as the root. Spell these derivatives. Consult dictionary, if necessary.

| | | |
|------------|-------|---------|
| bea con | pier | choīr |
| per suade | ruin | sīmīlār |
| me chan ic | comet | gārmēnt |

Thursday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

| | | |
|------------|----------|--------|
| rogue | ruffle | ăttč |
| cy press | justice | pōlār |
| ter ri ble | diligent | pāntry |

Friday—There is a word in this lesson to which the suffix "ish" may be added. Find it and write the derivative.

To teachers: See "Words Frequently Misspelled When Writing," page xxii.

THE AUTOMATIC SPELLER

GRADE 5 A: EIGHTH WEEK

5 A—NEW WORDS

strug gle

dec i mal

em per or

Monday—Is “borrow” a root word or a derivative? If a root word, form, and spell, several derivatives from it.

im pulse

ging ham

treas ures

5 B—REVIEW

swamp

nervous

recognize

mortal

wisdom

fragrance

4 A—REVIEW

plědge

bōrrōw

hēedlěss

wītch

frīnge

īmměnse

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

fau cet

mo las ses

val u a ble

sheriff

feature

almanac

bāil

onion

gēnērāl

Wednesday—“Valuable” is a derivative. If we add to “value,” the suffix “less,” instead of “able,” how is the meaning changed?

kin dle

ken nel

in flu ence

diary

collect

ignorant

mīnor

prēpāre

läughtēr

Thursday—Arrange these words alphabetically with reference to the first letters; also, with reference to the first two letters.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

When spelling orally, always pronounce words before spelling them, not after, pausing between syllables in words of more than one syllable.

After studying spelling lessons you must remember them until the next day, when you are tested on them. What do you do with words misspelled in tests? See page xvi for “Correction of Errors.”

In passing spelling blanks and pencils before tests, be quick but quiet.

To pupils: See “Things for Pupils to Remember,” page v.

GRADE 5A: NINTH WEEK

5A—NEW WORDS

car go
fif ti eth
poul tice

5B—REVIEW

squall
citizen
medical

4A—REVIEW

broōd
dīsmīss
stomach

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

con cern
be seech
u ni form

sketch
fragrant
announce

fāsten
bāshful
dīscovēr

Tuesday—Write another word having the same suffix as the one found in "fasten." This should not be difficult.

ice berg
cam er a
thor ough

humble
proverb
sausage

ānjxioūs
ārrānge
earthquāke

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Consult dictionary.

huge
se vere
of fense

worse
flavor
impatient

fruitful
compāss
mūcīlāge

Thursday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

din gy
ar ti cle
kin dred

buoy
mystery
fountain

šincēre
cūrrēnt
āccidēnt

Friday—"Mystery" is a root word. Form, and spell, a derivative from it. Tell how you formed this derivative.

To teachers: See "The Use of the Dictionary," page xviii.

GRADE 5A: TENTH WEEK

5A—NEW WORDS

bur den
no ta ry
bril liant

5B—REVIEW

zone
cement
interrupt

4A—REVIEW

gäble
fāmoüs
cälendär

Monday—Copy the words you need to study. Underline the hardest letter or group of letters in each; think of some way to remember it.

ti tle
skein
vir tue

nugget
quarry
opinion

érect
cause
clēanlīnēss

Tuesday—"Cleanliness" is a derivative word. Pronounce and spell the root. Form another derivative from the same root. Spell it.

ar gue
re cent
oc cu pant

accuse
dreary
remedy

frēedom
cōnquēr
élēphānt

Wednesday—Find a word on page 100 that means about the same as "dreary." Any similarity in formation of these words?

pul let
mis sion
em er ald

caution
deceive
opposite

prow
biscuit
chārity

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

u ten sil
faith ful
in stance

jewel
custom
conflict

büreau
èquātōr
coûrtésy

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; think the sounds of these letters.

GRADE 5 A: ELEVENTH WEEK

5 A—NEW WORDS

roy al

hon or

en tire

5 B—REVIEW

sprain

hostile

grateful

4 A—REVIEW

äppetite

cüpboard

ëlsewhere

Monday—Is “entire” a root word or a derivative? If a root, form a derivative and spell it.

heir

reign

ärkle

fright ened

postal

éxhibít

in vi ta tion

appearance

éxpense

Tuesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

mil lion

profit

fēble

com mit

breadth

businëss

pro nounce

continue

certaïnly

Wednesday—In “commit,” “t” is the final consonant. When suffix “ed” is added, is final consonant doubled? Consult dictionary, if necessary.

re gret

jury

blízzard

char ter

approve

cõmplēte

con'vent

comrade

créamëry

Thursday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

ca ble

unite

făctor

ul ster

auction

diffícult

swel ter

guardian

cärpentér

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 5 A: TWELFTH WEEK

5 A—NEW WORDS

li a ble

war rant

tri umph

5 B—REVIEW

result

torrid

punctual

4 A—REVIEW

pănel

cushion

ăcquaintĕd

Monday—Can you find words in this lesson to which you might add the suffix "ant"? Consult dictionary, if necessary.

mere ly

stew ard

char čoal

record

surround

excursion

bicycle

ěducăte

ěxamīne

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

hav oc

or i gin

tran som

belief

afford

proceed

squaw

awkward

dōughnūt

Wednesday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

rav el

rem nant

cam phor

tailor

purpose

sensible

ăpply

ăbsĕnce

hărdwâre

Thursday—When the suffix "ed" is added to the word "apply," is the spelling of this word changed? See dictionary.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

By this time you know the four kinds of spelling exercises: Supervised study, in which the teacher directs pupils; independent study by pupils, during which each tries to do his best thinking; the test of the lesson, which is a short, brisk exercise; and the correction of errors.

Carry to future reviews words misspelled in each monthly review.

GRADE 5 A: THIRTEENTH WEEK

5 A—NEW WORDS

for ti fy
man tel
vict uals

5 B—REVIEW

view
nimble
astonish

4 A—REVIEW

worthy
shällōw
lēmonāde

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

re ceipt
her o ine
pre vi ous

seize
divisible
chairman

aīslē
cāstle
měrrilȳ

Tuesday—Is "heroine" a root word or a derivative? If a derivative, spell the root.

tre a ty
cur few
punc ture

tassel
liquid
contrary

crědít
rējoice
īsthmūs

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

lag gard
dis guise
sen si ble

frigid
imitate
athletic

rēlīef
yēast
nōble

Thursday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

stat ue
im plore
rec i ta tion

visitor
circular
immediate

service
prōpērlȳ
brākemān

Friday—"Visitor" is derived from "visit." "Visit" is the root word, and "visitor" the derivative. "Visitor" has the suffix "or."

GRADE 5 A: FOURTEENTH WEEK

5 A—NEW WORDS

pol i cy .

en treat

in ju ri ous

5 B—REVIEW

pedal

really

height

4 A—REVIEW

ērāsēr

trōugh

pūrchāse

Monday—Copy the words you need to study. Underline the hardest letter or group of letters in each; think of some way to remember it.

re ceive

weapon

tōtāl

fa mil iar

nuisance

měmōry

stead i ly

disappoint

pūmpkīn

Tuesday—"Steadily" is a derivative word in which the suffix "ly" is found. Spell the root word.

hearth

hardy

clōvēr

ad journ

student

Pācific

symp tom

poverty

vīneyārd

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

au ger

axle

plāgue

cu cum ber

palace

tōrnādō

com po si tion

photograph

ěnvēlōpe

Thursday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

tu tor

morsel

quāil

se ri ous

numeral

pōětry

har mo ny

acquaintance

pěddlēr

Friday—Can you remember what is told concerning the word "poetry" in a previous lesson? If not, refer to page 95.

GRADE 5 A: FIFTEENTH WEEK

5 A—NEW WORDS

de serve

flour ish

scar ci ty

5 B—REVIEW

rural

affair

vertical

4 A—REVIEW

pěrish

Dětch

fūrnītūre

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

i tem

system

vălūe

ses sion

disease

wrěck

be gin ning

nobody

păttērn

Tuesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

can cel

essay

crūtch

col o ny

annual

nōstrīl

junc tion

mineral

hūrrīcāne

Wednesday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

lev el

wealth

spēech

al cove

diagram

pātiēnt

can vas

hardship

sūrgeon

Thursday—Can you find a word in this lesson from which a derivative may be formed by adding the suffix "y"?

mirth

operate

group

sur plus

distance

välise

chal lenge

permission

cōmměnce

Friday—"Permission" is a derivative word. What is the root? What letter in the root is omitted in the derivative?

GRADE 5 A: SIXTEENTH WEEK

5 A—NEW WORDS

au burn

nour ish

whith er

5 B—REVIEW

urchin

display

caravan

4 A—REVIEW

tūnnēl

platēau

läundry

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

pierce

fulfill

bruise

vil lain

oblong

vācānt

a cad e my

multiplication

drügglist

Tuesday—Is "multiplication" a root word or a derivative? If a derivative, spell the root.

ounce

suburb

firm

ac tu al

drowsy

rēlatīves

tres pass

companion

blöckāde

Wednesday—Find three words in this lesson to which the suffix "ly" may be added. Write these words, adding suffix.

weird

adult

frölic

ho sier y

gleam

pröcess

stag nant

behavior

älphabët

Thursday—Arrange these words alphabetically with reference to the first letters; also, with reference to the first two letters.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

HALF-YEARLY REVIEW

To teachers: For two weeks review words in left-hand columns, pages 97 to 113.

First week, assign lessons thus: Monday to Thursday, new words, pages 97 to 104 inclusive. Friday, words missed four preceding days.

Second week, assign lessons thus: Monday to Thursday, new words, pages 105 to 112 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

GRADE 6 B: FIRST WEEK

6 B—NEW WORDS

ex'port
ad mi ral
un known

5 A—REVIEW

keen
violin
shingle

5 B—REVIEW

quōte
rēspēct
ēntērtāin

Monday—"Unknown" is derived from "know." "Know" is the root word, and "unknown" the derivative. "Unknown" has the prefix "un."

proof
troop
width

image
delight
worship

vāry
fōlāge
nēcēssāry

Tuesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

ob'ject
mel o dy
knuck le

court
decent
perform

sāfety
dāngērōūs
māchinēry

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

fu el
guilt
cho sen

suggest
method
fireplace

dēpārt
joūrnāl
spēctācle

Thursday—"Chosen" is derived from "choose." "Choose" is the root word and "chosen" the derivative. "Chosen" has the suffix "en."

booth
en large
de liv er

excite
geyser
instant

blēak
cēntūry
cōmmittēe

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 6B: SECOND WEEK

6B—NEW WORDS

lo cal
in quire
de pos it

5A—REVIEW

turnip
section
glimpse

5B—REVIEW

ínitiál
áccént
hélpful

Monday—Using “local” as the root word, form and spell a derivative by adding a suffix beginning with a vowel. See vowels, page xxxii.

re cite
trol ley
or phan

resign
grieve
movable

joist
cóntest
ímágíne

Tuesday—In “contest,” “test” is the root word and “con” the prefix, meaning “against.” Form, and spell, another derivative from this.

se cure
vis i ble
trans fer'

abode
notify
savage

víctor
whólly
gověrnor

Wednesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

na val
tal low
length en

tonic
scour
riddle

swöllen
réligion
văccinăte

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

fu ri ous
in te ger
e lec tric

panic
squad
cyclone

créature
díviděnd
ádvántage

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; think the sounds of these letters.

To teachers: See “How to Direct the Study of Spelling,” page xx.

GRADE 6 B: THIRD WEEK

6 B—NEW WORDS

neglect
threaten
moderate

5 A—REVIEW

pilot
magic
stocking

5 B—REVIEW

union
pursue
society

Monday—Synonyms are words of like meaning. Can you give and spell a synonym for the word "neglect"?

power
syllable
probably

ostrich
abroad
<infancy

ascend
famine
library

Tuesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

usual
firmly
bally

keel
trifle
modern

solemn
ancient
parasol

Wednesday—Adding "ly" to "usual," we have "usually"; placing "un" before "usual," we have "unusual." Is meaning changed in either case?

estate
discord
fantiful

resolve
cleanse
emblem

vowel
progress
genorous

Thursday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

scale
instantly
uncertain

relic
sieve
bouquet

jelly
fraud
hesitate

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

To teachers: See "Phonic Chart," page xxxii.

6 B—NEW WORDS

GRADE 6 B: FOURTH WEEK

5 A—REVIEW

5 B—REVIEW

thrift
ver dict
shoul der

canal
adapt
mixture

sélëct
clümsy
tërritory

Monday—What is a synonym? Antonyms are words of opposite meaning. Find a word in this lesson that has an antonym.

cre ate
fran tic
del i cate

problem
juvenile
suddenly

öfficēr
ăttrăct
intëlligënt

Tuesday—Write two derivatives, adding to the root "attract," two suffixes, each beginning with the vowel "i." Consult the dictionary.

go pher
fes ti val
em pha sis

legal
northern
conqueror

děntäl
cūrloüs
pösítive

Wednesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

tor rent
ve hi cle
scen er y

germ
garbage
element

fluid
invalid
músiciän

Thursday—Arrange words alphabetically with reference to first letters; arrange them alphabetically with reference to first two letters.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Improve your ability to use the dictionary by (1) reviewing the alphabet occasionally; (2) telling the location of certain letters in the alphabet, as, "d" is nearer the first of the alphabet than "k," "t" is nearer the close than "p"; (3) reviewing diacritical markings occasionally; (4) looking up the meaning of one word daily.

Carry to future reviews words misspelled in each monthly review.

To teachers: See "Phonetic Words," page xxiv.

GRADE 6 B: FIFTH WEEK

6 B—NEW WORDS

5 A—REVIEW

5 B—REVIEW

knack
mas sive
oc ca sion

genius
cypress
landscape

fēature
vōlcānō
īntrodūce

Monday—"Volcano" is singular in form and means only one. Spell the plural form, meaning more than one, of "volcano."

plu ral
re ward
tan dem

calico
refuge
offered

shěiff
făshion
wrăppēr

Tuesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

yacht
in spire
ven ture

oblige
abrupt
decimal

těxt
jüstīce
căshiēr

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

fab ric
wedge
e qual ly

wage
cadet
treasures

scēne
prōspēr
părăllēl

Thursday—Do you remember what synonyms and antonyms are? If not, refer to pages 115 and 116. Write an antonym for "prosper."

art ist
di gest'
cus tom er

gimlet
tavern
molasses

type
umpīre
vōltīme

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 6 B: SIXTH WEEK

6 B—NEW WORDS

5 A—REVIEW

5 B—REVIEW

frag ile

artery

Índéx

scratch

scholar

diáry

grum ble

struggle

junior

Monday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

zeph yr

sentry

ăssist

skill ful

beacon

ínstrućt

va ri e ty

conceit

physiciăñ

Tuesday—The written form of some words may be shortened by using an abbreviation. Write the abbreviation for "physician."

neigh

explode

rúffle

ur gent

natural

cõncéal

splen dor

falsehood

dêcréase

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

or a tor

stupid

cõllëct

pres ence

absurd

légënd

stu di ous

terrible

óbédiënt

Thursday—Find any syllables whose vowel sounds are formed by a combination of two letters; think the sounds of these letters.

trop ic

garage

ruín

scheme

kennel

knēad

prop er ty

impulse

âgréeâble

Friday—Write a derivative, adding to the root word "ruin," a suffix beginning with a vowel other than "i" or "e."

To teachers: See "How to Direct the Study of Spelling," page xx.

GRADE 6 B: SEVENTH WEEK

6 B—NEW WORDS

cider
awn ing
dis a gree

5 A—REVIEW

cavity
marine
emperor

5 B—REVIEW

sälåd
stänzå
mäñstër

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

cel er y
ea ger ly
au di ence

kindle
glacier
preparation

cõmět
swamp
rěgülär

Tuesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

spe cial
sus tain
in ser tion

mechanic
mammoth
particular

scōre
ělégänt
ignöränt

Wednesday—Write an antonym for “ignorant”; also a synonym. Spell an antonym and a synonym for another word in the lesson.

tal ent
leop ard
ten e ment

avoid
finery
influence

piér
diligěnt
frägränce

Thursday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

mo lest
out rage
tel e phone

tempt
faucet
boundary

yölk
límít
flörüst

Friday—What did you learn on page 117 about the plural of “volcano”? Write the plural of “boundary.” See page vi.

To teachers: See “Words Frequently Misspelled When Writing,”
page xxii.

GRADE 6B: EIGHTH WEEK

6B—NEW WORDS

plaid
reg is ter
u ni verse

5A—REVIEW

forfeit
premium
impossible

5B—REVIEW

müslín
môrtäl
almánač

Monday—Write a derivative adding to the root “mortal,” a suffix beginning with a consonant. Is meaning of root changed?

per il
hy drant
judg ment

patron
declare
gingham

licěnse
nervoūs
rěcōgnize

Tuesday—Is “judgment” a root word or a derivative? If a derivative, spell the root.

so cial
or di na ry
pro vi sion

comic
rogue
abundance

shiěld
wísdom
índépenděnt

Wednesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

tar get
pen sion
na tion al

energy
valuable
persuade

ăccěpt
scrēam
cõtiněnt

Thursday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Define a “root” word; a “derivative” word; a “suffix”; a “prefix.” Do you always know a derivative word when you see one?

At the close of each day’s lesson copy into a notebook the words you have misspelled. Take notebook home every Friday, and ask your parents to help you study and hear you spell the words in it.

To pupils: See “Things for Pupils to Remember,” page v.

GRADE 6 B: NINTH WEEK

6 B—NEW WORDS

fa^cul ty
ves ti bule
can di date

5 A—REVIEW

concern
warrant
frightened

5 B—REVIEW

törřid
frägränt
guärdläñ

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

cap tive
brav er y
dis ap pear

virtue
beseech
pronounce

drēary
sausāge
intērrupt

Tuesday—"Disappear" is derived from "appear"; "appear" is the root and "disappear" the derivative. "Disappear" has the prefix "dis." Tell its meaning.

ra ti o
mi li tia
town ship

cable
argue
camera

zōne
auction
sěnsiblē

Wednesday—Copy words of more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

prey
qual i ty
op po nent

pullet
article
steward

skětch
rěcord
pǔnctüäl

Thursday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

vig or
fi nance
nu mer ous

burden
utensil
transom

tāilor
flāvor
ăppēarănce

Friday—Write an antonym for "numerous"; a synonym. What is an antonym? A synonym? See pages 115 and 116.

To teachers: See "The Use of the Dictionary," page xxviii.

GRADE 6 B: TENTH WEEK

6 B—NEW WORDS

ca non

el e vate

drain age

5 A—REVIEW

cargo

entire

invitation

5 B—REVIEW

āccūse

dēcēive

ōpñion

Monday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

ge'ni al

in spec tor

hu man i ty

skein

convent

uniform

bēliēf

cūstom

cōntñūe

Tuesday—Is "humanity" a root word or a derivative? If a derivative, spell the root word.

stanch

u nique

vice roy

ulster

severe

occupant

hōstīle

prōcēed

ěxcūrsion

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

quaint

trans it

re al ize

heir

kindred

triumph

hūmble

pūrpose

ānnounce

Thursday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

lei sure

ob scure

no ta ble

merely

notary

instance

jury

worse

mēdicāl

Friday—Form a derivative, adding to the root "leisure," a suffix beginning with a consonant. Spell the derivative.

GRADE 6 B: ELEVENTH WEEK

6 B—NEW WORDS

loit
vague
surface

5 A—REVIEW

fiftieth
million
charter

5 B—REVIEW

reign
result
postař

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

tid al
ga zette
mar i ner

title
iceberg
swelter

squall
remedy
surround

Tuesday—In writing the plural form of "remedy," how should you spell it? What does "plural form" mean? See page vi.

oath
sa li va
fa tigue

liable
offense
mission

brædθ
grætful
fountaɪn

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

pen al ty
so lu tion
prec i pice

dingy
origin
faithful

ðfförd
quarry
céměnt

Thursday—Form two other derivatives, adding to the word "faithful," suffixes beginning with consonants. Spell these two derivatives.

con sume
tap es try
stam pede

ravel
honor
havoc

caution
cõfličt
ðppõsítē

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 6 B: TWELFTH WEEK

6 B—NEW WORDS

di am e ter
me rid i an
par a graph

5 A—REVIEW

commit
poultice
remnant

5 B—REVIEW

nüggët
prövërb
cõmräde

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

o a sis
ed i tor
ten dril

regret
recent
thorough

buoy
jewël
ünite

Tuesday—Has “editor” a suffix or a prefix? If so, pronounce and spell the suffix or prefix. Spell the root word.

can o py
sul phur
peas ant

huge
emerald
charcoal

pröfit
spräin
mystëry

Wednesday—Write a synonym for the word “profit”; an antonym. Think of some other word with its synonym and antonym.

ru mor
sus pect
sig na ture

royal
brilliant
camphor

cítizěn
ăpprove
ímpátiěnt

Thursday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Once a week, oftener if necessary, turn to the phonic chart on page xxii, and spend a few minutes following directions there given for phonic drill. If you find this drill difficult, you should devote extra time to it. Carry to future reviews words misspelled in each monthly review.

GRADE 6 B: THIRTEENTH WEEK

6 B—NEW WORDS

typ i cal
pa tience
safe guard

5 A—REVIEW

auburn
disguise
scarcity

5 B—REVIEW

wěalth
přověrty
pěrměssion

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

en vi ous
de sir ous
ac cu rate

implore
adjourn
beginning

härdy
nōbödy
phötôgräph

Tuesday—"Desirous" is a derivative. Has it a prefix or a suffix? Spell its root. Form another derivative from this root.

flu ent
brev i ty
cal cu late

villain
receive
previous

tässel
height
vísitor

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

ag ile
cha rade
ap plaud

treaty
junction
challenge

view
öblöng
härdshǐp

Thursday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

fath om
brig and
cat a ract

actual
serious
stagnant

ăxle
dísplāy
ímmēdiăte

Friday—Write a derivative, adding to "fathom," a suffix beginning with a consonant. Does suffix change meaning of word?

GRADE 6 B: FOURTEENTH WEEK

6 B—NEW WORDS

gen der
am bi tious
prov i dence

5 A—REVIEW

item
deserve
laggard

5 B—REVIEW

pědäl
ûrchiň
cômpănion

Monday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

re lieve
fer vent
a ban don

surplus
whither
injurious

ruräl
ănnuăl
ăcquaintănce

Tuesday—Form a derivative by adding to "annual" a suffix beginning with a consonant. Spell the derivative.

stee ple
sten cil
blem ish

mantel
familiar
trespass

drowsy
wěapon
verticāl

Wednesday—Is "familiar" a root word or a derivative? If a root word, form and spell a derivative.

coast al
mir a cle
schoon er

pierce
canvas
heroine

stūdent
öpérâte
dísâppoint

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

nov ice
ra di ant
dis turb ance

tutor
curfew
composition

rēâlly
glēam
diâgräm

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

GRADE 6 B: FIFTEENTH WEEK

6 B—NEW WORDS

gram mar

oint ment

at trac tive

5 A—REVIEW

flourish

symptom

recitation

5 B—REVIEW

sēize

īmitāte

cōntrāry

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

al ien

entreat

līquid

ro mance

nourish

bēhāvior

dis cour age

harmony

chāirmǎn

Tuesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

span iel

cancel

ādǔlt

te di ous

fortify

āffāir

o rig i nal

steadily

mǐnērāl

Wednesday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

tab leau

ounce

sübûrb

clas si fy.

alcove

dîstânce

en cour age

receipt

mǔltiplícâtion

Thursday—Write as many derivatives as you can, using the root word of "encourage" with other prefixes or suffixes. Watch spelling.

bulk

auger

nímble

quire

mirth

dîsēase

prom i nent

puncture

circûlär

Friday—Can you write a synonym and an antonym for the word "prominent"? Consult the dictionary, if necessary.

GRADE 6 B: SIXTEENTH WEEK

6 B—NEW WORDS

banquet
admirable
diction ary

5 A—REVIEW

statue
session
academy

5 B—REVIEW

essay
fulfill
astonish

Monday—Is “banquet” a root word or a derivative? If a root word, form and spell a derivative.

entitle
contact
station er y

level
policy
hosiery

athletic
numer al
nūisānce

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

gentle
crys tal
a pol o gy

hearth
victuals
cucumber

frigid
systém
cáraván

Wednesday—Spell the plural of the word “apology.” Write the plurals for other words in this lesson. See page vi.

col lide
ox y gen
sta tion a ry

weird
colony
sensible

pálace
môrsél
dívísible

Thursday—Arrange words alphabetically with reference to first letters; arrange alphabetically with reference to first two letters.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

HALF-YEARLY REVIEW

To teachers: For two weeks review words in left-hand columns, pages 113 to 129. *First week*, assign lessons thus: Monday to Thursday, new words, pages 113 to 120 inclusive. Friday, words missed four preceding days.

Second week, assign lessons thus: Monday to Thursday, new words, pages 121 to 128 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

GRADE 6 A: FIRST WEEK

6 A—NEW WORDS

dis mal
ev i dent
plat form

6 B—REVIEW

recite
admiral
threaten

5 A—REVIEW

cōurt
viōlin
ābōde

Monday—Write a derivative, adding to “recite,” a suffix beginning with a vowel. Form other derivatives from this root.

ten ant
sei zure
gen u ine

power
export
moderate

rělic
shǐngle
firēplāce

Tuesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

surge
sanc tion
or gan ize

firmly
syllable
unknown

instnt
prfrm
nrthrn

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Consult dictionary.

frig ate
stor age
peace a ble

width
trolley
probably

griēve
bouquet
juvnile

Thursday—“Peaceable” is a derivative. It has the suffix “able.” The root is “peace.” Write other derivatives, using this same root.

vi sion
man tle
al low ance

proof
visible
neglect

suggst
worship
movble

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To pupils: See “Directions for the Study of Spelling,” page xx.

GRADE 6A: SECOND WEEK

6A—NEW WORDS

6B—REVIEW

5A—REVIEW

cor dial
en liv en
in ven tion

troop
usual
secure

pănic
riddle
nōtify

Monday—Form a derivative by adding to the word "cordial" some suffix not beginning with "i." Spell this derivative.

trib ute
di a logue
ref er ence

discord
knuckle
balcony

kēel
geysēr
cyclōne

Tuesday—Write the plural of the word "balcony." If you are not sure of the spelling, see page vi.

su preme
gra cious
reg i ment

estate
melody
transfer

tōnic
squad
sāvāge

Wednesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

ve to
a dept
tri ple

thrift
object
fanciful

tūrnīp
dēlīght
glimpse

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

guise
ter race
con struct'

fuel
scale
instantly

rēsign
sēction
stöcking

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; think the sounds of these letters.

To teachers: See "*How to Direct the Study of Spelling*," page xx.

GRADE 6 A: THIRD WEEK

6 A—NEW WORDS

se ries

pro noun

per pet u al

6 B—REVIEW

guilt

tallow

shoulder

5 A—REVIEW

ſieve

čléměnt

mixtūre

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

shrewd

create

rēsōlve

can did

chosen

ābrōad

brawn y

verdict

mōdērn

Tuesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

sur vey'

frantic

dēcēnt

ex clude

enlarge

měthod

ad ver tise

scenery

řinfāncy

Wednesday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

e quip

booth

germ

drudge

delicate

mägic

con tra dict

lengthen

ěmblěm

Thursday—Form a word by adding to "lengthen" a suffix beginning with a vowel. Spell this derivative.

slan der

naval

pīlot

por trait

torrent

trīfle

oc cur rence

deliver

ǒstrīch

Friday—Is "occurrence" a root word or a derivative? If a derivative, spell the root.

To teachers: See "Phonic Chart," page xxxii.

GRADE 6 A: FOURTH WEEK

6 A—NEW WORDS

stu di o

re li a ble

pos si ble

6 B—REVIEW

gopher

vehicle

deposit

5 A—REVIEW

lēgāl

imāge

prōblēm

Monday—Spell a synonym for “reliable.” Write an antonym for this word, using a suffix or prefix with the original word.

pa tri ot

ac ro bat

en cir cle

inquire

furious

festival

clēanse

gärbage

stūddenly

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

del uge

slug gish

e qual i ty

local

integer

emphasis

cánăl

ādăpt

cōnquērōr

Wednesday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

sul len

be grudge

sec re ta ry

orphan

electric

uncertain

kēen

scour

ěxcīte

Thursday—Has “uncertain” a suffix or a prefix? If so, spell the root. Form some other derivative from this root.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Occasionally, after studying a lesson, test yourself before recitation as follows: Look at book; copy first letter of each word; close book; try to complete each word in writing.

Keep a copy of, and study, every word you misspell in daily lessons and in written compositions.

Carry to future reviews words misspelled in each monthly review.

To teachers: See “*Phonetic Words*,” page xxiv.

GRADE 6 A: FIFTH WEEK

6 A—NEW WORDS

6 B—REVIEW

5 A—REVIEW

ro ta ry

target

rōgue

saun ter

scratch

ārtēry

prob a ble

occasion

nătūrăl

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

skel e ton

talent

stūpid

am bi tion

reward

těrrīble

con trib ute

variety

pārtīcūlār

Tuesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

rein

inspire

těempt

en grave

hydrant

měchǎnič

ex e cute

studious

prěpárātion

Wednesday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

con sul

peril

glācier

sun dry

disagree

bēacon

re cruit

customer

mārine

Thursday—Form a word by adding to the word "peril" a suffix not beginning with "i." Spell the word.

sci ence

social

ăbsûrd

crev ice

insertion

ěxplōde

dep u ty

property

gĕinghăm

Friday—Write the plural of "deputy." See page vi. Can you define "deputy"? If not, consult the dictionary.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 6 A: SIXTH WEEK

6 A—NEW WORDS

ex cel
ba na na
sub tra hend

6 B—REVIEW

fragile
scheme
pension

5 A—REVIEW

cōmīc
faucēt
māmmōth

Monday—In “excel,” “l” is the final consonant. When we add the suffix “ed,” must we double this final consonant?

feud
ri val
su perb

eagerly
leopard
massive

āvoid
finēry
pērsuāde

Tuesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

se crete
a bol ish
pyr a mid

orator
plural
special

wāge
căvīty
tăvērn

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

coun cil
drought
spec i men

wedge
urgent
ordinary

pātron
ěmpēror
impossiblē

Thursday—Find any syllables whose vowel sounds are formed by a combination of two letters; think the sounds of these letters.

pur suit
rai ment
ser e nade

plaid
artist
telephone

dēclarē
trēastřes
boundāry

Friday—In “boundary,” “bound” is the root. By adding “less” to the root, we have “boundless.” How do these derivatives differ in meaning?

To teachers: See “How to Direct the Study of Spelling,” page xx.

GRADE 6 A: SEVENTH WEEK

6 A—NEW WORDS

plead
ad mit
fron tier

6 B—REVIEW

neigh
zephyr
provision

5 A—REVIEW

rēfūge
kīndle
fōrfeīt

Monday—Is “provision” a root word or a derivative? If a derivative, spell the root.

league
ut most
vic to ri ous

digest
celery
awning

oblīge
cyprēss
ābündānce

Tuesday—Can you write another derivative, using the root word in the word “victorious” with some other suffix?

bounce
ges ture
con'gress

knack
national
presence

gīmlět
ěněrgy
prěměřum

Wednesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

hal i but
mu si cal
re cent ly

yacht
sustain
universe

cádět
strüggle
ländscāpe

Thursday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

suc cess
wit ness
im prov ing

fabric
molest
register

cálcō
ěmpǔlse
ěnfluěnce

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

To teachers: See “*Words Frequently Misspelled When Writing.*”
page xxii.

GRADE 6A: EIGHTH WEEK

6A—NEW WORDS

dis tress

jew el ry

en deav or

6B—REVIEW

cider

equally

splendor

5A—REVIEW

âbrüpt

gēniüs

falsehöod

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

yon der

tropic

sěntry

tact ful

grumble

gáräge

out ward

tenement

mólässës

Tuesday—Arrange words alphabetically with reference to first letters; arrange alphabetically with reference to the first two letters.

de bris

skillful

schölar

pop u lar

outrage

öffered

stand ard

tandem

děcimäl

Wednesday—Give a synonym for "skillful"; an antonym. Consult your dictionary for the spelling of these two words, if necessary.

sphere

venture

kěnnél

pru dent

audience

cǒncēit

con sid er

judgment

välüable

Thursday—Spell the root word in the derivative "valuable." How does the derivative "valueless" differ in meaning from "valuable"?

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

When spelling orally, always pronounce words before spelling, not after, and pause between syllables in words of more than one syllable.

After studying spelling lessons you must remember them until the next day, when you are tested on them. What do you do with words misspelled in tests? See page xvi for "Correction of Errors."

In passing spelling blanks and pencils before tests, be quick but quiet.

To pupils: See "Things for Pupils to Remember," page 7.

GRADE 6 A: NINTH WEEK.

6 A—NEW WORDS

6 B—REVIEW

5 A—REVIEW

| | | |
|-----------------|-----------|----------|
| mon i tor | loiter | cārgō |
| en coun ter | drainage | bürden |
| ad van ta geous | vestibule | ðccēpănt |

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

| | | |
|--------------|----------|-----------|
| i vo ry | genial | skein |
| co lo ni al | bravery | bēsēech |
| mil li ner y | solution | prōnounce |

Tuesday—“Genial” is a root word. Write a derivative, using a prefix. What does this derivative mean?

| | | |
|------------|---------|----------|
| e ter nal | leisure | ĕntīre |
| suit a ble | militia | cămērā |
| venge ance | consume | ĭnstănce |

Wednesday—Copy words of more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

| | | |
|-------------|----------|---------|
| gar ret | transit | cāble |
| om ni bus | canopy | ärтicle |
| plas ter er | diameter | warrănt |

Thursday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

| | | |
|--------------|----------|------------|
| un u su al | rumor | hăvōc |
| as sist ance | gazette | rěmnănt |
| friend ship | numerous | frightened |

Friday—“Unusual” is a derivative. Write another derivative, adding to the root a suffix beginning with a consonant.

To teachers: See “The Use of the Dictionary,” page xviii.

GRADE 6 A: TENTH WEEK

6 A—NEW WORDS

6 B—REVIEW

5 A—REVIEW

cul ti vate

vague

hōnor

wam pum

faculty

nōtāry

res tau rant

notable

mīssion

Monday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

mo tor

vigor

līable

sub due

elevate

fiftiēth

per form ance

penalty

cōnvēnt

Tuesday—To “vigor” as the root word, add a suffix beginning with a vowel. Spell the derivative.

di min ish

tidal

tītle

or ches tra

realize

fāithful

hand i cap

captive

ūnifōrm

Wednesday—Give a synonym for the word “diminish”; an antonym. Can you write good sentences containing these words?

yearn

oath

ūlstēr

tu i tion

peasant

sēvēre

sur ren der

opponent

īnvītātion

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

a dorn

viceroy

kīndrēd

ho ri zon

signature

trānsom

con ven tion

paragraph

trīūmph

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

GRADE 6 A: ELEVENTH WEEK

6 A—NEW WORDS

or de al
pre cious
suf fi cient

6 B—REVIEW

finance
surface
tapestry

5 A—REVIEW

royal
emerald
brilliant

Monday—Is the word “tapestry” singular or plural? If singular, spell the plural; if plural, spell the singular. See page vi.

dread ful
treas ur y
ven ti late

oasis
unique
candidate

dīngy
mīllion
chārtēr

Tuesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

in ter est
com'merce
ad ven ture

editor
quaint
inspector

ūtēnsīl
swěltēr
pōultīce

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

re fus al
ob sta cle
ma jor ity

ratio
fatigue
meridian

rēcēnt
īceberg
chārcōal

Thursday—Write a word, adding to the word “recent” a suffix beginning with a consonant. What does this derivative mean?

al though
tes ti mo ny
com mand ment

saliva
sulphur
quality

răvel
öffense
steward

Friday—Copy all accented syllables having long vowel sounds: short vowel sounds; neither long nor short vowel sounds.

GRADE 6 A: TWELFTH WEEK

6 A—NEW WORDS

an ces tor

guid ance

choc o late

6 B—REVIEW

prey

obscure

mariner

5 A—REVIEW

hūge

virtūe

pullēt

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

leg a cy

township

ärgüe

pri ma ry

stampede

rēgrēt

moc ca sin

humanity

cōmmīt

Tuesday—When we write the past form of the word "commit," must we double the final consonant? Spell this past form.

sap phire

stanch

heir

vig or ous

suspect

ōrigōn

squander

disappear

cōncern

Wednesday—Write a word, adding to "vigorous," a suffix beginning with a consonant. "Vigorous" is a derivative. What is the root?

in her it

cañon

mērely

min strel

tendril

thorough

port a ble

precipice

cāmphor

Thursday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

By this time you know the four kinds of spelling exercises: Supervised study, in which the teacher directs pupils; independent study by pupils, during which each tries to do his best thinking; the test of the lesson, which is a short brisk exercise; and correction of errors.

Carry to future reviews words misspelled in each monthly review.

GRADE 6A: THIRTEENTH WEEK

6A—NEW WORDS

o ri ole
in sur ance
au to mo bile

6B—REVIEW

gender
typical
tableau

5A—REVIEW

mäntel
dëserve
härmöny

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

tex ture
se mes ter
in ter view

relieve
envious
banquet

cănvăs
sûrplüs
hĕrđine

Tuesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

hy gi ene
cus to dy
dis as ter

brevity
contact
ointment

noürish
fämiliär
pünjctüre

Wednesday—Spell the antonym for “brevity”; the synonym. Are there any other words in this lesson for which you can give antonyms and synonyms?

ver i fy
med ley
rev e nue

crystal
original
brigand

ădjoûrn
trëspåss
ïnjurïous

Thursday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

mi crobe
grad u ate
rheu ma tism

coastal
encourage
disturbance

tûtor
piêrce
rëcítâtion

Friday—Spell the suffix in the word “disturbance.” Can you give another word having the same suffix? Can you spell it?

GRADE 6 A: FOURTEENTH WEEK

6 A—NEW WORDS

but ler
fa tal ly
leg is late

6 B—REVIEW

entitle
fathom
ambitious

5 A—REVIEW

itēm
fōrtify
floūrish

Monday—When we write the form of "fortify" that ends in "ed," how do we change the spelling of "fortify"?

skimp
tyr an ny
per se vere

miracle
radiant
safeguard

căncēl
rēcēipt
stēadīly

Tuesday—Is "steadily" a root word or a derivative? If a derivative, spell the root.

oc tave
log i cal
priv i lege

blemish
desirous
grammar

ălcōve
aubūrn
sĕnsible

Wednesday—Copy the words you need to study. Underline the hardest letter or group of letters in each; think of some way to remember it.

taunt
man u al
sub sti tute

spaniel
applaud
dictionary

ĕntrēat
stăgnănt
cucămbēr

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

tro phy
un a ware
man u script

alien
quire
admirable

wēird
ounce
ācadēmy

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

GRADE 6 A: FIFTEENTH WEEK

6 A—NEW WORDS

mu se um
port fo li o
es pe cial ly

6 B—REVIEW

collide
stencil
cataract

5 A—REVIEW

heärth
cölöny
víctuals.

Monday—Analyze the derivative word “especially,” telling root and prefix and suffix, if any; also, telling the meaning of the root.

il le gal
de scend ant
rec om mend

bulk
stationery
providence

trēaty
sesson
symptom

Tuesday—The derivative “illegal” has the root “legal” and the prefix “il.” Using this root word, write other derivatives.

so pra no
di plo ma
mon o gram

oxygen
patience
attractive

lēvēl
dīsguīse
cōmpōsition

Wednesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

lux u ry
spec u late
pam phlet

fluent
tedious
discourage

stätue
sēriōüs
bēginniňg

Thursday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

pshaw
ce re als
av a lanche

charade
schooner
stationary

pölycy
víliaň
hōsiéry

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 6A: SIXTEENTH WEEK

6A—NEW WORDS

op tio n
ad verb
mag i cal

6B—REVIEW

agile
romance
pro min ent

5A—REVIEW

im plōre
jūnction
chällēnge

Monday—Do you know what an adverb is? If your dictionary does not tell you so you understand, ask your teacher.

fas ci nate
ge ra ni um
pro fi cient

fervent
apology
calculate

rēcēive
whithēr
prēvioüs

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

irk some
stock ade
mas cu line

steeple
genteel
accurate

augēr
cūrfew
ăctūal

Wednesday—Form, and spell, derivatives from "accurate," using both prefix and suffix. Tell the meaning of the prefix you have used.

se ri als
par tial
il lus trate

novice
classify
abandon

mirth
läggård
scārcity

Thursday—Arrange words alphabetically with reference to first letters; arrange alphabetically with reference to the first two letters.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

HALF-YEARLY REVIEW

To teachers: For two weeks review words in left-hand columns, pages 129 to 145. *First week*, assign lessons thus: Monday to Thursday, new words, pages 129 to 136 inclusive. Friday, words missed four preceding days.

Second week, assign lessons thus: Monday to Thursday, new words, pages 137 to 144 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

GRADE 7 B: FIRST WEEK

7 B—NEW WORDS

coil
grad u al
con stant

6 A—REVIEW

sullen
frigate
gracious

6 B—REVIEW

firml y
ěxpōrt
ěnlärg e

Monday—Write two derivatives, using the word “constant” as the root. Let one derivative have a suffix, the other a prefix.

surf
pos sess
ma te ri al

mantle
sanction
reference

thrift
fěstíväl
shōuldēr

Tuesday—Write a derivative, adding to the word “sanction” a suffix not beginning with the vowel “i.” Define this derivative.

lat ter
in vest
em pire

triple
dismal
cordial

ěnquiře
fūrěous
mōdērāte

Wednesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

av er age
com bine
down cast

tenant
brawny
construct

ěobjěct
něglěct
děpōsít

Thursday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

du et
pen nant
ste nog ra phy

survey
contradict
occurrence

ěadmíräl
trěnsfer
ěinstántly

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To pupils: See “Directions for the Study of Spelling,” page xx.

GRADE 7 B: SECOND WEEK

7 B—NEW WORDS

6 A—REVIEW

6 B—REVIEW

sluice
nick el
prin ci ple

adept
vision
equality

sēcūre
gōphēr
tūknōwn

Monday—Has the word “equality” a suffix or a prefix? If so, pronounce and spell the suffix or prefix.

gnat
cham pi on
ad mis si ble

equip
series
tribute

lōcāl
chōsen
mělōdy

Tuesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

dahl ia
cen sus
ex te ri or

exclude
encircle
organize

nāvāl
thrěaten
ěmphāsīs

Wednesday—“Encircle” is derived from “circle.” “Circle” is called the root word and “encircle” the derivative. “Encircle” contains the prefix “en.”

ar riv al
cloth ier
del e gate

studio
seizure
begrudge

verdīct
bālcōny
fānciful

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

par ti tion
for tu nate
mort gage

slander
evident
regiment

ūstūāl
wīdth
tōrrēnt

Friday—Does this lesson contain any syllables whose vowel sounds are formed by a combination of two letters?

To teachers: See “How to Direct the Study of Spelling,” page xx.

GRADE 7 B: THIRD WEEK

7 B—NEW WORDS

6 A—REVIEW

6 B—REVIEW

| | | |
|----------|----------|---------|
| ten or | guise | powēr |
| van i ty | acrobat | ōrphān |
| re quire | possible | īntēgēr |

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

| | | |
|------------|-----------|----------|
| rad ish | shrewd | fūēl |
| o ver alls | platform | scēnēry |
| pe cul iar | secretary | syllāble |

Tuesday—Define the word “shrewd.” Give a synonym for it; an antonym. Spell these two words.

| | | |
|----------------|----------|----------|
| a gen cy | drudge | tăllōw |
| fa vor ite | sluggish | frăntිc |
| con spic u ous | dialogue | dělicāte |

Wednesday—“Favorite” is derived from “favor.” “Favor” is called the root word and “favorite” the derivative. “Favorite” contains the suffix “ite.”

| | | |
|------------|-----------|---------|
| haunt | enliven | prōof |
| de mand | supreme | dīscōrd |
| em i grant | perpetual | knückle |

Thursday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

| | | |
|--------------|-----------|---------|
| as sess | genuine | rēcite |
| in tel lect | advertise | vīsible |
| em bank ment | peaceable | vēhicle |

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

To teachers: See “Phonic Chart,” page xxxii.

GRADE 7 B: FOURTH WEEK

7 B—NEW WORDS

cra vat

jeal ous

rec ol lect

6 A—REVIEW

candid

storage

pronoun

6 B—REVIEW

guilt

booth

prōbably

Monday—Has "pronoun" a suffix or a prefix? If so, pronounce, spell, and give the meaning of the suffix or prefix.

pro cure

deluge

crēate

def i ni tion

patriot

lēngthen

ex traor di na ry

portrait

ūncertain

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

de file

veto

trōop

se cre cy

terrace

ēstāte

cel e brate

invention

dēlivēr

Wednesday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

pat ent

surge

scāle

trai tor

reliable

trōlley

cor nice

allowance

ēlēctric

Thursday—"Reliable" is a derivative, having the suffix "able." How is the spelling of the root changed in this derivative?

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Improve your ability to use the dictionary by (1) reviewing the alphabet occasionally; (2) telling the location of certain letters in the alphabet, as, "d" is nearer the first of the alphabet than "k," "t" is nearer the close than "p"; (3) reviewing diacritical markings occasionally; (4) looking up the meaning of one word daily.

Carry to future reviews words misspelled in each monthly review.

To teachers: See "Phonetic Words," page xxiv.

GRADE 7B: FIFTH WEEK

7B—NEW WORDS

6A—REVIEW

6B—REVIEW

be tray
coun ter feit
at mos phere

league
deputy
recruit

tälēnt
ēagērly
vēntūre

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

fiord
dis count
ex plor ers

rein
congress
serenade

neigh
tärgēt
jüdgēmēnt

Tuesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

re volve
pre tend
lo cal i ty

plead
yonder
improving

rēward
spēciāl
nātionāl

Wednesday—Write as many derivatives as you can, using the word "special" as a root word. Use both prefixes and suffixes.

glo ri ous
so cia ble
com pe tent

superb
bounce
consider

sōciāl
ōrātor
skillful

Thursday—Form and spell a derivative by adding to the word "superb" some suffix beginning with a consonant.

re duce
con di tion
in di vid u al

saunter
popular
recently

făbrĭc
cĕlēry
īnspīre

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 7 B: SIXTH WEEK

7 B—NEW WORDS

a chieve
rep re sent
pen in su la

6 A—REVIEW

crevice
outward
subtrahend

6 B—REVIEW

wědge
frägile
cüstomēr

Monday—Pronounce and spell an antonym for the word “fragile”; a synonym. Construct good sentences using these two words.

quan ti ty
e con o my
sat is fac tion

raiment
prudent
contribute

tröpic
stüdloüs
dísagréee

Tuesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

purs er
a bil i ty
su pe ri or

débris
utmost
success

outräge
üniverse
těněměnt

Wednesday—Form a derivative by adding to the word “outrage” some suffix beginning with a vowel. Be careful about spelling.

de ci sion
cu ri os i ty
me trop o lis

abolish
halibut
council

ärtist
zěphyr
pěnsion

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

lib er al
do mes tic
el o quence

feud
sphere
specimen

tănděm
pröperty
òrdinärý

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

To teachers: See “How to Direct the Study of Spelling,” page xx.

GRADE 7 B: SEVENTH WEEK

7 B—NEW WORDS

6 A—REVIEW

6 B—REVIEW

fix ture

consul

pěrl

ex trem e

science

dīgěst

a bun dant

probable

mässīve

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

gui tar

pursuit

ūrgěnt

car di nal

banana

schēme

ad jec tive

engrave

scrătch

Tuesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

cab i net

secrete

cidēr

vi a duct

witness

yacht

ex ist ence

ambition

prōvīsion

Wednesday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

com i cal

sundry

pläid

san i ta ry

musical

īnsertion

or na ment

standard

télēphōne

Thursday—Has the word "musical" a prefix or a suffix? If so, pronounce and spell the prefix or suffix.

du ra ble

tactful

knäck

in ci dent

jewelry

mölést

pro pri e tor

drought

audiěnce

Friday—Is the form "audience" singular or plural? If singular, spell the plural; if plural, spel' the singular. See page vi.

To teachers: See "Words Frequently Misspelled When Writing," page xxii.

GRADE 7 B: EIGHTH WEEK

7 B—NEW WORDS

en am el
a bu sive
prej u dice

6 A—REVIEW

rival
admit
endeavor

6 B—REVIEW

hydrant
presence
occasion

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

mul ti tude
rev o lu tion
com mer cial

excel
rotary
distress

plurāl
sustain
grumble

Tuesday—“Commercial” is derived from “commerce.” “Commerce” is the root word and “commercial” the derivative. “Commercial” contains the suffix “ial.”

script
tel e graph
em bar rass

execute
frontier
skeleton

awning
variety
leopard

Wednesday—Spell the plural of the word “variety.” See page vi. What is the root word of the derivative “variety”?

cul vert
cam paign
sym pa thy

gesture
pyramid
victorious

equally
register
splendor

Thursday—Arrange words alphabetically with reference to first letters; arrange alphabetically with reference to the first two letters.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Define a “root” word; a “derivative” word; a “suffix”; a “prefix.” Do you always know a derivative word when you see one?

At the close of each day’s lesson copy into a notebook the words you have misspelled. Take notebook home every Friday, and ask your parents to help you study and hear you spell the words in it.

To pupils: See “Things for Pupils to Remember,” page v.

GRADE 7B: NINTH WEEK

7 B—NEW WORDS

cres cent**mer cu ry****ac tu al ly**

6 A—REVIEW

subdue**interest****ventilate**

6 B—REVIEW

ðāsɪs**rumor****věstibūle**

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

cal lous**nov el ty****found ry****tuition****primary****restaurant****căñon****pěnälty****nōtāble**

Tuesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

pre sume**di ag o nal****an ec dose****eternal****ancestor****vigorous****prey****loitēr****quāint**

Wednesday—When we write the form of the word "loitēr" that ends in "ed," do we double the final consonant?

queue**gal ler y****cap ti vate****ordeal****unusual****chocolate****rātiō****dīämētēr****stāmpēde**

Thursday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

vas e line**de fi cient****cour te ous****colonial****minstrel****squander****făculty****viceroy****signāture**

Friday—Is "colonial" a root word or a derivative? If a derivative, spell the root.

To teachers: See "Rules for Spelling," page vi.

7 B—NEW WORDS

GRADE 7 B: TENTH WEEK

6 A—REVIEW

6 B—REVIEW

at tor ney

yearn

ðbscūre

fe ro cious

dreadful

sūlphūr

mem o rize

assistance

drāināge

Monday—Can you spell the plural of the word "attorney"? See page vi. Consult the dictionary, if necessary.

cro quet

garret

vāgue

ac cus tom

precious

tēndrīl

oc cu pa tion

diminish

ðppōnēnt

Tuesday—Write both a synonym and an antonym for the word "precious." Then use these words in sentences.

re fund

majority

trānsit

diph the ri a

wampum

căptīve

prep o si tion

encounter

pärágráph

Wednesday—Copy the words you need to study. Underline the hardest letter or group of letters in each; think of some way to remember it.

quo rum

ivory

gēniāl

crim i nal

guidance

cōnsūme

ge o graph i cal

commandment

cāndīdāte

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

tri cy cle

inherit

tīdāl

cur ren cy

sapphire

élēvāte

de cep tion

millinery

prěcipīce

Friday—Does this lesson contain any syllables whose vowel sounds are formed by a combination of two letters?

To teachers: See "The Use of the Dictionary," page xviii.

GRADE 7 B: ELEVENTH WEEK

7 B—NEW WORDS

chol er a

de ci sive

mer ci ful

6 A—REVIEW

adorn

omnibus

commerce

6 B—REVIEW

vigor

căñōpy

sūrface

Monday—Write an antonym for the derivative "merciful," changing only the suffix. Are there other derivatives in this lesson?

gi gan tic

although

ōath

neu ral gi a

sufficient

sūspěct.

de lin quent

friendship

mēríděán

Tuesday—Is "gigantic" a root word or a derivative? If a derivative, spell the root.

pred i cate

suitable

quality

con so nant

obstacle

township

ab bre vi ate

cultivate

dīsāppēar

Wednesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

cav al ry

legacy

rēălize

e mo tion

handicap

tūnique

res er voir

testimony

īnspek̄tor

Thursday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

can ner y

portable

măřňēr

squad ron

moccasin

sōlūtion

au thor i ty

advantageous

tăpěstry

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 7B: TWELFTH WEEK

7B—NEW WORDS

ep i sode
rhu barb
man li ness

6A—REVIEW

motor
surrender
adventure

6B—REVIEW

čeditor
fatigue
nūmēroūs

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

ca pa ble
gon do la
spher i cal

vengeance
convention
performance

miličia
pěasánt
brāvěry

Tuesday—Is "performance" a root word or a derivative? If a derivative, spell the root.

fer ry
of fi cial
de li cious

refusal
horizon
monitor

lēisūre
stānch
hūmānity

Wednesday—Find each word in this lesson containing a root word and a suffix or prefix. Spell the root word in each.

cer ti fy
pa vil ion
ab so lute

treasury
plasterer
orchestra

sálivá
gázette
fínânce

Thursday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Once a week, oftener if necessary, turn to phonic chart on page xxxii and spend a few minutes following directions given for phonic drill. If you find drill difficult, you should devote extra time to it.

Carry to future reviews words misspelled in each monthly review.

GRADE 7 B: THIRTEENTH WEEK

7 B—NEW WORDS

ex haust
mag ni fy
ar gu ment

6 A—REVIEW

illegal
octave
medley

6 B—REVIEW

typčäl
cōastäl
rōmānce

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

coin age
vouch er
pen ance

texture
magical
proficient

bülk
gěndēr
děsīroūs

Tuesday—Spell an antonym for the word "proficient"; also a synonym. Do you know the meaning of the word "proficient"?

ro sa ry
man i cure
di rec to ry

trophy
revenue
recommend

rěliēve
ointměnt
stātioněry

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

colo nel
gas o line
sou ve nir

adverb
graduate
pamphlet

clăssify
băŋquět
cătáract

Thursday—Write the abbreviation for the word "colonel." Can you write the abbreviation for any other word in this lesson?

mar tyr
al ti tude
guar an tee

pshaw
persevere
masculine

fluěnt
oxygěn
säfeguärd

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

GRADE 7 B: FOURTEENTH WEEK

7 B—NEW WORDS

lan guid
es sen tial
coun te nance

6 A—REVIEW

logical
hygiene
stockade

6 B—REVIEW

spăniĕl
cõtăct
ämbitioüs

Monday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

| | | |
|------------|-----------|---------|
| phrase | verify | gěntēel |
| maj es ty | semester | ěnvioüs |
| bun ga low | fascinate | grämmar |

Tuesday—"Envious" is a derivative word, containing the suffix "ous." What change is made in the spelling of the root word?

| | | |
|-----------|------------|-----------|
| rhythm | butler | stěncil |
| des ti ny | speculate | abandon |
| cau tious | manuscript | admírable |

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

| | | |
|---------------|------------|------------|
| sol i ta ry | oriole | chárāde |
| cen ten ni al | especially | pātiěnce |
| am bu lance | descendant | díscoürāge |

Thursday—"Discourage" is a derivative word, containing the prefix "dis." Use some other prefix before "courage" making an antonym for "discourage."

| | | |
|--------------|---------|------------|
| crit i cal | skimp | ěntítle |
| au to graph | serials | mírácle |
| hem i sphere | irksome | prövíděnce |

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

GRADE 7 B: FIFTEENTH WEEK

7 B—NEW WORDS

sen ti nel

in ter nal

cir cum fer ence

6 A—REVIEW

diploma

soprano

interview

6 B—REVIEW

brěvítý

blěmíš

ăttrăctívē

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

ex ter nal

fatally

stēeple

ar chi tect

luxury

ěncouřáge

mul ti pli cand

substitute

dĭctionáry

Tuesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

an them

custody

tēdloūs

ap par el

tyranny

ōrigindl

pheas ant

museum

ăccürāte

Wednesday—Form a derivative by adding to the word "tedious" some suffix beginning with a consonant. Spell this derivative.

ro ta tion

option

fervěnt

de sign er

cereals

crystäl

cyl in der

rheumatism

ăpölkögy

Thursday—Look in the dictionary for the meaning of the word "option." Use the word in a written sentence.

lav en der

insurance

ăliěn

prin ci pal

geranium

ăpplaud

ben e fi cial

avalanche

călcùlāte

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 7 B: SIXTEENTH WEEK

7 B—NEW WORDS

ruf fi an
sched ule
in ter na tion al

6 A—REVIEW

microbe
privilege
monogram

6 B—REVIEW

collide
fathom
pröměněnt

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

cav ern
dil i gence
pos ses sive

taunt
disaster
portfolio

ágile
quíre
növīce

Tuesday—Is the form “portfolio” singular or plural? If singular, spell the plural; if plural, spell the singular. See page vi.

ur ban
ca pac i ty
ap pre ci ate

partial
manual
legislate

rādiánt
brigānd
schoōnēr

Wednesday—Form and spell derivatives by adding to “partial” a suffix beginning with a consonant; a suffix beginning with a vowel.

le gion
e nu mer ate
a pos tro phe

unaware
illustrate
automobile

täbleau
stātionär
disturbānce

Thursday—Arrange words alphabetically with reference to first letters; arrange alphabetically with reference to first two letters.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

HALF-YEARLY REVIEW

To teachers: For two weeks review words in left-hand columns, pages 145 to 161. *First week*, assign lessons thus: Monday to Thursday, new words, pages 145 to 152 inclusive. Friday, words missed four preceding days. *Second week*, assign lessons thus: Monday to Thursday, new words, pages 153 to 160 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

GRADE 7A: FIRST WEEK

7A—NEW WORDS

ac quire
fault less
dis tinct ly

7B—REVIEW

latter
clothier
demand

6A—REVIEW

équip
référénce
begrüdge

Monday—"Faultless" is derived from "fault." "Fault" is the root word and "faultless" the derivative. "Faultless" contains the suffix "less."

tal ents
com e dy
crit i cism

radish
combine
recollect

guise
süllēn
invēntion

Tuesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

vig il
guile
bev el

dahlia
constant
definition

côrdiäl
slüggish
cõstrüct

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

viv id
ep i dem ic
man u fac ture

defile
sluice
agency

åděpt
těnănt
sěcrétáry

Thursday—Is the form "agency" singular or plural? If singular, write the plural; if plural, write the singular. See page vi.

tier
cau cus
pros per ous

cravat
patent
principle

pōtráit
ðrgänize
rěgiměnt

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 7 A: SECOND WEEK

7 A—NEW WORDS

de fense

in fe ri or

con ven ience

7 B—REVIEW

require

average

conspicuous

6 A—REVIEW

děluge

těrrāce

ěnliven

Monday—By adding the suffix "ly" to "conspicuous," we form the derivative "conspicuously." This suffix begins with a consonant.

wil y

surf

větō

pa role

intellect

ěquality

fru gal

champion

đallowănce

Tuesday—By adding the suffix "ual" to "intellect," we form the derivative "intellectual." This suffix begins with a vowel.

in dict

census

tríple

sal a ble

pennant

plätförm

dis ci pline

embankment

cõtrådïct

Wednesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

rig id

coil

sländer

neu tral

nickel

grācioüs

ran dom

fortunate

sănjction

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

to ken

cornice

shrewd

heir loom

peculiar

rēliâble

tur pen tine

downcast

pēaceâble

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; think the sounds of these letters.

To teachers: See "How to Direct the Study of Spelling," page xx.

GRADE 7A: THIRD WEEK

7A—NEW WORDS

fu gi tive

tel e scope

op por tu ni ty

7B—REVIEW

duet

secrecy

mortgage

6A—REVIEW

viſion

pātriōt

pērpētūd̄l

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

scant y

pa ter nal

en dur ance

haunt

vanity

empire

ěviděnt

súprême

ădvěrtīse

Tuesday—Has the word “endurance” a suffix or a prefix? If so, pronounce and spell the suffix or prefix. Spell the root.

sen ior

mu couſ

con sti tu tion

assess

possess

exterior

gěnđine

diđlögue

đoccđrđnce

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

grudge

tour ist

e nor mous

arrival

gradual

overalls

frđgäte

brawny

pössible

Thursday—Form a derivative by adding to the word “enormous” some suffix beginning with a consonant. Spell this word.

leg i ble

qui nine

rum mage

gnat

traitor

procure

mäntle

sürvey

ăcrđbăt

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

To teachers: See “Phonic Chart,” page xxxii.

GRADE 7 A: FOURTH WEEK

7 A—NEW WORDS

sock et
par o dy
en ter prise

7 B—REVIEW

jealous
celebrate
admissible

6 A—REVIEW

sēriēs
dīsmđl
ëxclude

Monday—Write a synonym for the word “exclude”; an antonym. Use these two words in sentences.

ter rif ic
pur port
nom i nee

tenor
partition
stenography

sēizūre
drđdge
tribüte

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

rev el ry
se cu ri ty
op tion al

invest
favorite
emigrant

sûrge
stûdiô
prônoun

Wednesday—Is the form “security” singular or plural? If singular, write the plural; if plural, write the singular. See page vi.

sta ple
dig ni ty
un e qual

delegate
material
extraordinary

căndid
stôrage
ëncircle

Thursday—Arrange words alphabetically with reference to first letters; arrange alphabetically with reference to first two letters.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Occasionally, after studying a lesson, test yourself before recitation as follows: Look at book; copy first letter of each word; close book; try to complete each word in writing.

Keep a copy of, and study, every word you misspell in daily lessons and in written compositions.

Carry to future reviews words misspelled in each monthly review.

To teachers: See “*Phonetic Words*,” page xxiv.

GRADE 7A: FIFTH WEEK

7A—NEW WORDS

can teen

sum ma ry

quan da ry

7B—REVIEW

extreme

represent

proprietor

6A—REVIEW

plēad

crěvice

cōngrēss

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

trafic

im po lite

con se quence

viaduct

discount

adjective

ădmít

rēcruit

wītněss

Tuesday—"Impolite" is derived from "polite." "Polite" is the root word and "impolite" the derivative. "Impolite" contains the prefix "im."

so journ

ker o sene

dem o crat

liberal

pretend

telegraph

rein

pūrsūit

ěnděavor

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

for lorn

fraud u lent

con tin u ous

abusive

glorious

economy

ăbōlīsh

yōndēr

skēlēton

Thursday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

mi rage

as sem bly

or di nance

reduce

sanitary

curiosity

rīvāl

prudēnt

prōbāble

Friday—Write derivatives, adding to the word "rival" a suffix beginning with a consonant; a suffix beginning with a vowel.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 7 A: SIXTH WEEK

7 A—NEW WORDS

or a cle

sur gi cal

ob struct

7 B—REVIEW

guitar

achieve

atmosphere

6 A—REVIEW

sciēnce

hălibüt

fröntiēr

Monday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

re al i ty

in ven tor

e con o mize

fixture

explorers

multitude

sündry

succiēss

räimēnt

Tuesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

piv ot

u til i ty

vet er an

revolve

eloquence

metropolis

jewēlry

drought

cōntribūte

Wednesday—In writing "contribute" with the suffix "ing" added, do we drop final "e"? See page vi.

stal wart

lig a ments

gen er os i ty

purser

existence

competent

rōtāry

stūperb

pōpūlār

Thursday—Does this lesson contain any syllables whose vowel sounds are formed by a combination of two letters?

brogue

e ter ni ty

for fei ture

enamel

durable

individual

sphēre

ütmōst

děpūty

Friday—Is "durable" a root word or a derivative? If a root word, spell several derivatives, if a derivative, spell the root.

To teachers: See "*How to Direct the Study of Spelling*," page xx.

GRADE 7A: SEVENTH WEEK

7A—NEW WORDS

gal'lant

pre'serve

in fan try

7B—REVIEW

script

cardinal

quantity

6A—REVIEW

cōnsūl

mūsicāl

sérénāde

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

o men

ne ces si ty

mag nif i cent

culvert

embarrass

counterfeit

council

ěxēcūte

improvīng

Tuesday—Form a derivative from "embarrass" by adding a suffix beginning with a consonant. Spell and define this word.

ret i na

com pre hend

ac knowl edge

fiord

ability

decision

sāuntēr

outward

pyramīd

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

pre dict

in'stinct

mon u ment

comical

locality

incident

bānānā

stāndārd

vīctōriōus

Thursday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

tar iff

sculp ture

in stru ment

campaign

sympathy

revolution

gěstüre

cōnsidēr

sübtrāhěnd

Friday—"Revolution" has a suffix. Pronounce and spell it. Define and spell the root. How does the derivative get its meaning?

To teachers: See "Words Frequently Misspelled When Writing," page xxii.

GRADE 7 A: EIGHTH WEEK

7 A—NEW WORDS

tex tile

nor mal

pro logue

7 B—REVIEW

prejudice

condition

satisfaction

6 A—REVIEW

rēcently

ēngrāve

spēcimēn

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

se quel

cabinet

sēcrēte

va ri ous

domestic

dīstrēss

tran quil

peninsula

āmbītīon

Tuesday—Define the word "sequel." Is the form singular or plural? If singular, spell the plural; if plural, spell the singular.

vac u um

betray

ěxcēl

ped i gree

superior

lēague

mys te ri ous

ornament

tăctful

Wednesday—Has "mysterious" a prefix or a suffix? If so, pronounce and spell the prefix or suffix; also, the root.

o ver ture

sociable

feūd

des ti tute

abundant

débris

au then tic

commercial

bounce

Thursday—Note markings and sounds of vowels in third column. Copy any words in other columns having same vowel sounds.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

When spelling orally, always pronounce words before spelling, not after, pausing between syllables in words of more than one syllable.

After studying spelling lessons you must remember them until the next day, when you are tested on them. What do you do with words misspelled in tests? See page xvi for "Correction of Errors."

In passing spelling blanks and pencils before tests, be quick but quiet.

To pupils: See "Things for Pupils to Remember," page v.

GRADE 7 A: NINTH WEEK

7 A—NEW WORDS

re gime
de vel op
at'tri bute

7 B—REVIEW

foundry
gondola
deception

6 A—REVIEW

intērest
ōmnibüs
pērfōrmānce

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

tri o
mar i ner
prod i gy

cholera
diagonal
reservoir

ōrchestra
těstimōny
ăssistănce

Tuesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

nov el ist
con tract'
re mem brance

ferry
captivate
occupation

ādōrn
sūitable
ăncēstor

Wednesday—*Think* the pronunciation of each accented syllable in the lesson; then *think* the vowel sound in each.

sculp tor
foun da tion
u ni ver si ty

official
ferocious
abbreviate

prīmary
prēcious
rěstaurānt

Thursday—Write a synonym for the word "abbreviate." Write an antonym. Use these two words in written sentences.

ex ceed
ar ti fi cial
sub stance

certify
cannery
diphtheria

ēternāl
drěadful
pōrtāble

Friday—Is "dreadful" a root word or a derivative? Write a derivative, adding to "dreadful," a suffix beginning with a consonant.

To teachers: See "Rules for Spelling," page vi.

GRADE 7A: TENTH WEEK

7A—NEW WORDS

dis cern

par tī san

man i fest

7B—REVIEW

cavalry

actually

geographical

6A—REVIEW

sūbdūe

májör̄ty

věngeānce

Monday—What words in this lesson cannot, by use of prefixes or suffixes, be made into derivative words? Consult the dictionary.

pi o neer

bur lesque

con ven i ent

novelty

capable

tricycle

althōugh

sūrrēndēr

friēndshīp

Tuesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

roy al ty

for ci ble

ac cept ance

episode

gigantic

anecdote

guīdānce

millinēry

cōnvēntion

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

bul le tin

o rig i nate

in gen ious

croquet

vaseline

predicate

săpphīre

sūfficiēnt

wampūm

Thursday—Prefix a syllable to the word "sufficient" and make a word with opposite meaning. Define this prefix.

tre a son

sanc tum

vo cab u la ry

absolute

delicious

memorize

mōnītor

mīnstrēl

cōmmērce

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; think the sounds of these letters.

To teachers: See "The Use of the Dictionary," page xviii.

GRADE 7 A: ELEVENTH WEEK

7 A—NEW WORDS

pol i tics
sus pense
per ma nent

7 B—REVIEW

decisive
attorney
consonant

6 A—REVIEW

gärrët
öbstäcle
dïmïnïsh

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

| | | |
|----------------|-----------|-------------|
| suf frage | quorum | tǖtion |
| vi cin i ty | mercury | ünüsüäl |
| leg is la ture | authority | cõmmåndměnt |

Tuesday—Is "legislature" a root word or a derivative? If a derivative, spell the root.

| | | |
|-------------|-----------|--------------|
| plan ets | callous | lěgacy |
| cur a ble | pavilion | hörizon |
| neg li gent | manliness | ădvăntägeoūs |

Wednesday—Write an antonym for "negligent"; a synonym. If you cannot define "antonym" or "synonym," consult the dictionary.

| | | |
|------------|-----------|-----------|
| launch | refund | vígōroūs |
| cul prit | gallery | trěastüry |
| chiv al ry | spherical | cültívāte |

Thursday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

| | | |
|---------------|-----------|-----------|
| vend or | currency | ívöry |
| ev i dence | neuralgia | ínherët |
| an te ced ent | courteous | ădvëntüre |

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 7 A: TWELFTH WEEK

7 A—NEW WORDS

won drous
for ti tude
mo not o nous

7 B—REVIEW

queue
emotion
merciful

6 A—REVIEW

rēfūsāl
hāndīcāp
ěncountēr

Monday—Write a derivative, adding to "merciful," a suffix beginning with a consonant. If you cannot define "consonant," consult your teacher.

se cede
in dulge
in ter val

deficient
accustom
delinquent

yearn
plāstērēr
chōcōlātē

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

dit to
va can cy
punc tu ate

crescent
criminal
squadron

ōrdēāl
cōlōniāl
mōccāsīn

Wednesday—When we add "ed" to "punctuate," what must we do with the final "e" of the root word? See page vi.

dow er
por ter
syn o nym

rhubarb
presume
preposition

mōtor
squandēr
věntīlāte

Thursday—Arrange words alphabetically with reference to first letters; arrange alphabetically with reference to first two letters.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

By this time you know the four kinds of spelling exercises: Supervised study, in which the teacher directs pupils; independent study by pupils, during which each tries to do his best thinking; the test of the lesson, which is a short, brisk exercise; and correction of errors.

Carry to future reviews words misspelled in each monthly review.

GRADE 7 A: THIRTEENTH WEEK

7 A—NEW WORDS

de vice
leg is la tor
dis tin guish

7 B—REVIEW

phrase
altitude
architect

6 A—REVIEW

skimp
cūstōdy
dīplōmā

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

ac quit
fa vor a ble
sub ma rine

ruffian
penance
cautious

věrify
pshaw
lögicăl

Tuesday—Can you form two derivatives from the word "cautious" by adding suffixes, each beginning with a consonant?

gen try
e clipse
im ag i na ry

exhaust
diligence
hemisphere

öption
ünawâre
autōmóbile

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Consult dictionary.

el o quent
ac cu ra cy
cre den tials

cavern
anthem
manicure

bütlér
irksome
músēüm

Thursday—Is the form "museum" singular or plural? If singular, spell the plural; if plural, spell the singular.

hic cup
syn di cate
cer e mo ny

essential
beneficial
enumerate

séměstér
măsculíne
děscěndánt

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

GRADE 7 A: FOURTEENTH WEEK

7 A—NEW WORDS

to tem
dis pel
fi nan cial

7 B—REVIEW

designer
guarantee
ambulance

6 A—REVIEW

hygīēne
tyrānnny
pāmphlēt

Monday—"Designer" is derived from "design." "Design" is the root word and "designer" the derivative. "Designer" contains the suffix "er."

her o ism
grat i tude
mem brane

colonel
majesty
schedule

ăvălānche
sūbstītūte
rheumātlism

Tuesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

sus pend
be queath
im ped i ment

coinage
languid
autograph

ădverb
trōphy
ănsurănce

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

stim u lant
pref er a ble
boun te ous

magnify
internal
lavender

fătălly
părtiăl
ĕspăciălly

Thursday—Can you write a synonym for the word "bounteous"? An antonym? Use one of these words in a sentence.

yawn
cir cuit
rid i cule

urban
external
multiplicand

sōpränō
stöckäde
ăntărvievw

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; think the sounds of these letters.

GRADE 7 A: FIFTEENTH WEEK

7 A—NEW WORDS

ca reer

waste ful

vol un ta ry

7 B—REVIEW

martyr

solitary

rotation

6 A—REVIEW

mědley

prívilege

spěctlāte

Monday—What words in this lesson, do you think, are derivative words? Be sure you are right. Name their root words.

jaun ty

ret i nue

am a teur'

apparel

souvenir

possessive

täunt

cērēals

mīcrōbe

Tuesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

nom i nate

pro ces sion

rea son a ble

destiny

appreciate

countenance

ōriōle

prōficiēnt

mānuscript

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

spi nal

fel o ny

cli max

legion

critical

directory

sēriōls

lēgīslāte

rēcōmmēnd

Thursday—What words in this lesson, do you think, are root words? Try to form as many derivatives as you can. Be sure you are right.

pro gram

e mer gen cy

quar an tine

sentinel

principal

argument

dīsāstēr

gērāniūm

mōnōgrām

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 7 A: SIXTEENTH WEEK

7 A—NEW WORDS

e vict

ve neer

tem per a ture

7 B—REVIEW

voucher

capacity

centennial

6 A—REVIEW

öctäve

lăxury

rĕvĕnūe

Monday—Write derivatives from “evict,” adding a suffix beginning with a vowel; a suffix beginning with a consonant.

ca tarrh

gasoline

măndăl

ven er a ble

pheasant

grăđijătē

su per in tend ent

international

illüsträtē

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

an arch y

rhythm

tĕxtüre

daunt less

cylinder

măgicăl

work man ship

bungallow

pôrtföliō

Wednesday—Note markings and sounds of vowels in third column. Copy any words in other columns having same vowel sounds.

fer vor

rosary

illëgăl

oc u list

apostrophe

persëvëre

ther mom e ter

circumference

făscinătē

Thursday—“Illegal” is derived from “legal.” “Legal” is the root word and “illegal” the derivative. “Illegal” contains the prefix “il.”

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

HALF-YEARLY REVIEW

To teachers: For two weeks review words in left-hand columns, pages 161 to 177. *First week*, assign lessons thus: Monday to Thursday, new words, pages 161 to 168 inclusive. Friday, words missed four preceding days.

Second week, assign lessons thus: Monday to Thursday, new words, pages 169 to 176 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

GRADE 8 B: FIRST WEEK

SB—NEW WORDS

a dieu
phys i cal
man i fold

7 A—REVIEW

grudge
defense
quinine

7 B—REVIEW

rădîsh
crâvăt
pěnnănt

Monday—What is a synonym? An antonym? Consult the dictionary, if necessary. Give a synonym and an antonym for "manifold."

fi del i ty
of fi cious
re bel lious

talents
paternal
enterprise

āgěncy
ěměgránt
stěnōgráphy

Tuesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

ac ces so ry
per pe trate
u nan i mous

guile
acquire
telescope

ěnvěst
níckel
côrníce

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

em ploy ee
hin drance
in dor se ment

caucus
optional
heirloom

dähliä
máteriäl
děfinition

Thursday—"Optional" is derived from "option." "Option" is the root word and "optional" the derivative. "Optional" contains the suffix "al."

trac tion
fin an cier
ha bit u al

wily
dignity
discipline

pôssëss
clôthiér
downcäst

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 8 B: SECOND WEEK

8 B—NEW WORDS

vaunt

ref er ee

an a lyze

7 A—REVIEW

frugal

neutral

nominee

7 B—REVIEW

dúět

prōcūre

rēcōllěct

Monday—Is “referee” a root word or a derivative? spell a derivative; if a derivative, spell the root.

bal lot

tourist

sluice

plen te ous

inferior

lăttēr

de fi cien cy

rummage

pēcūliär

Tuesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

gnarled

senior

grădūäl

op ti cian

parody

chămpion

mil i ta ry

comedy

cōnspicüoüs

Wednesday—Form a derivative by adding to “champion” a suffix beginning with a consonant. Tell the meaning of this suffix.

mar tial

fugitive

dēmānd

vīg i lant

faultless

cōmbīne

trans par ent

manufacture

dělēgāte

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

hy gi en ic

tier

těnor

quer u lous

token

sēcrēcy

nu tri tious

security

pārtītion

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; think the sounds of these letters.

To teachers: See “How to Direct the Study of Spelling,” page xx.

GRADE 8 B: THIRD WEEK

8 B—NEW WORDS

be siege
rec on cile
tem po ral

7 A—REVIEW

staple
turpentine
prosperous

7 B—REVIEW

sûrf
pătĕnt
prîncîple

Monday—Form three derivatives by adding to "patent" three different suffixes, each beginning with a vowel. Spell these words.

| | | |
|---------------|----------|------------|
| al li ance | rigid | coil |
| ret i cent | socket | dëfile |
| pol i ti cian | enormous | ădmissîble |

Tuesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

| | | |
|-------------------|-------------|----------|
| ca boose | indict | årrivâl |
| in cen tive | terrific | åvérâge |
| mis cel la ne ous | convenience | övéralls |

Wednesday—"Terrific" is derived from "terrify." "Terrify" is the root word, and "terrific" the derivative. "Terrific" contains the suffix "ic."

| | | |
|-------------|---------|----------|
| rig or ous | bevel | häunt |
| neg a tive | revelry | vânity |
| i den ti ty | mucous | môrtgâge |

Thursday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

| | | |
|--------------|------------|-----------|
| tur'moil | vivid | ăssĕss |
| se ces sion | distinctly | ïntĕllĕct |
| rec om pense | endurance | cĕlĕbrâte |

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

To teachers: See "Phonic Chart," page xxxii.

GRADE 8 B: FOURTH WEEK

8 B—NEW WORDS

ju ror
em i nent
post script

7 A—REVIEW

scanty
unequal
criticism

7 B—REVIEW

gnăt
cōnstānt
ěmbăñkměnt

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

re strict
ter mi nal
bril lian cy

vigil
legible
opportunity

trāitor
jěaloūš
ěxtērōr

Tuesday—Form a derivative by adding to the root "vigil" some suffix beginning with a vowel.

sin ew
ju di cial
tran spire

random
purport
epidemic

cěnsřs
fôrtüñate
ěxtraôrdňáry

Wednesday—Has "fortunate" a prefix or a suffix? If so, pronounce and spell the prefix or suffix; also the root word.

de mure
sov er eign
u ni form i ty

parole
salable
constitution

ěmpíre
rěquíre
fāvoríte

Thursday—Arrange words alphabetically with reference to initial letters; arrange alphabetically with reference to first two letters.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Improve your ability to use the dictionary by (1) reviewing the alphabet occasionally; (2) telling the location of certain letters in the alphabet, as, "d" is nearer the first of the alphabet than "k," "t" is nearer the close than "p"; (3) reviewing diacritical markings occasionally; (4) looking up the meaning of one word daily.

Carry to future reviews words misspelled in each monthly review.

To teachers: See "Phonetic Words," page xxiv.

GRADE 8B: FIFTH WEEK

8 B—NEW WORDS

plac er
re pug nant
ul ti ma tum

7 A—REVIEW

tariff
fraudulent
generosity

7 B—REVIEW

script
cărdinăl
pěninstulá

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

vis u al
ri dic u lous
e lec tri cia

gallant
sojourn
prologue

liberál
embarrass
individuál

Tuesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

al lege
ep i thet
ci vil ian

veteran
assembly
magnificent

rëvölvé
dömëstic
prëjudice

Wednesday—Write an antonym for the word "allege"; a synonym. Use these two words in sentences. Be careful about the spelling.

stol id
re im burse
com pul so ry

various
inventor
consequence

pûrsér
énämél
prëtënd

Thursday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

ma gi cian
ef fi cien cy
in stan ta ne ous

obstruct
overture
comprehend

căbinët
quantity
ätmosphëre

Friday—Is the form "quantity" singular or plural? If singular, spell the plural; if plural, spell the singular. See page vi.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 8 B: SIXTH WEEK

8 B—NEW WORDS

ven om

nat u ral ize

coun cil men

7 A—REVIEW

brogue

preserve

impolite

7 B—REVIEW

guitär

réprésént

télégraph

Monday—"Naturalize" is a derivative word. Name its root; its prefix or suffix. How does the derivative get its meaning?

chasm

predict

rédūce

et i quette

stalwart

sympâthy

me dic i nal

ordinance

éloquënce

Tuesday—Has "medicinal" a prefix or a suffix? If so, pronounce and spell the prefix or suffix. Spell the root.

lapse

summary

abûsïve

o pi um

sculpture

dëcision

suc ces sive

economize

lôcălîty

Wednesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

main tain

oracle

fiôrd

as cer tain

normal

âbility

es ti ma ble

necessity

prôpriëtor

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

cou pon

forlorn

ôrnâmënt

pop u lous

vacuum

countërfelt

sig nif i cant

authentic

sâtësfaktion

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; think the sounds of these letters.

To teachers: See "How to Direct the Study of Spelling," page xx.

GRADE 8B: SEVENTH WEEK

8B—NEW WORDS

con sign

ap par ent

ne ces si tate

7A—REVIEW

instinct

ligaments

instrument

7B—REVIEW

achiēve

ădjĕctĭve

ĕxistĕnce

Monday—When we add the syllable “ed” to the word “necessitate,” what must we do with the final “e”? See page vi.

van dal

dor mi to ry

en thu si asm

pivot

canteen

forfeiture

cūlvĕrt

ĕxtrēme

cōnditōn

Tuesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

pal try

re ten tion

mo men tum

mirage

infantry

surgical

sōciāble

mūltītūde

mētrōpōlīs

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

qual i fy

ac ees si ble

sub se quent

retina

sequel

democrat

īncidēnt

stāpērōr

ĕxplōrērs

Thursday—Form a derivative word by adding to the word “superior” a suffix beginning with a vowel. Be careful about spelling.

e qual ize

neu tral i ty

un der val ued

traffic

destitute

mysterious

bētrāy

sānitāry

ēcōnōmy

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

To teachers: See “Words Frequently Misspelled When Writing,” page xxii.

GRADE 8 B: EIGHTH WEEK

8 B—NEW WORDS

fur lough
re plen ish.
prom is so ry

7 A—REVIEW

utility
quandary
monument

7 B—REVIEW

vividuct
abundant
commercial

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

riv et
ve rac i ty
be nev o lent

omen
reality
acknowledge

fixture
campaign
competent

Tuesday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

vi cious
spe cif ic
har mo ni ous

eternity
pedigree
kerosene

comicál
glorióus
révolútion

Wednesday—Is "harmonious" a root word or a derivative? If a derivative word, spell the root.

vol ley
in i ti ate
in flu en tial

textile
tranquil
continuous

durable
discount
curiosity

Thursday—Is the form "volley" singular or plural? If singular, spell the plural; if plural, spell the singular. See page vi.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month and study until you can spell them for your teacher or for a pupil she selects.

Define a "root" word; a "derivative" word; a "suffix"; a "prefix." Do you always know a derivative word when you see one?

At the close of each day's lesson copy into a notebook the words you have misspelled. Take notebook home every Friday, and ask your parents to help you study and hear you spell the words in it.

To teachers: See "Rules for Spelling," page vi.

GRADE 8 B: NINTH WEEK

8 B—NEW WORDS

rav age
dex ter ous
ac ci den tal

7 A—REVIEW

royalty
negligent
foundaⁿtion

7 B—REVIEW

gīgāntīc
pāvīlion
dēcēption

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

cli ent
rec re a tion
fa mil i ar i ty

contract
wondrous
convenien^tt

queūe
cāpāble
neutrālgīā

Tuesday—Copy the words having more than one syllable, separating syllables and placing accent marks. Use dictionary when necessary.

bank rupt
re mon strance
com mend a ble

bulletin
sanctum
punctuate

fērry
ānēcdōte
gēōgrāphicđl

Wednesday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

dra per y
fore clo sure
su per sti tion

trio
vendor
vicinity

ěpīsōde
foundry
ōccūpātion

Thursday—Is “trio” singular or plural? If singular spell the plural; if plural, spell the singular. See page vi.

polls
lib er al i ty
el e men ta ry

secede
artificial
legislature

nōvēlty
rēsērvoir
āccūstom

Friday—Find the root word of the derivative “artificial.” Add to this derivative a suffix beginning with a consonant.

To pupils: See “Things for Pupils to Remember,” page v.

GRADE 8 B: TENTH WEEK

8 B—NEW WORDS

pre cinct
tend en cy
mas quer ade

7 A—REVIEW

culprit
prodigy
vocabulary

7 B—REVIEW

chōlērā
trīcycle
cănnēry

Monday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

| | | |
|---------------|-----------|------------|
| in ven to ry | porter | quōrūm |
| hos pi ta ble | politics | căptīvāte |
| am bas sa dor | originate | dělīnquent |

Tuesday—When we write the form of “originate” ending in “ing,” what must we do with the final vowel? See page vi.

| | | |
|-----------------|----------|------------|
| cred i tor | forcible | gällery |
| coun ter part | develop | göndölā |
| ex trav a gance | evidence | diphthēriā |

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

| | | |
|----------------|-----------|----------|
| sor did | pioneer | crōquet |
| pleu ri sy | fortitude | căvălry |
| con tro ver sy | substance | crěscěnt |

Thursday—Write an antonym for the word “fortitude”; a synonym. Write well-constructed sentences containing these words.

| | | |
|----------------|----------|-----------|
| for age - | sculptor | căllouš |
| il lus tri ous | interval | ăttorney |
| tre men dous | manifest | sphěrīcăl |

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; think the sounds of these letters.

To teachers: See “The Use of the Dictionary,” page xviii.

GRADE 8 B: ELEVENTH WEEK

8 B—NEW WORDS

list less

vin tage

cred i ble

7 A—REVIEW

launch

plánets

ingenious

7 B—REVIEW

rhubár b

váséline

cúrrëncy

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

rab ble

régime

öfficiäl

pro hib it

synonym

críminal

gym na si um

burlesque

dīägōndä l

Tuesday—When we write that form of “prohibit” which ends in “ed,” must we double the final consonant? See page vi.

an nu i ty

exceed

certify

ped es tal

partisan

äbsölüte

cy lin dri cal

monotonous

äbbrëviäte

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

hos til i ty

suspense

räfünd

rav en ous

antecedent

mercüry

an ni ver sa ry

remembrance

authörity

Thursday—Has “hostility” a prefix or a suffix? If so, pronounce and spell the prefix or suffix. Spell the root.

tab leau

ditto

émotion

mas sa cre

mariner

délicioüs

im pos si ble

acceptance

mémörize

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 8 B: TWELFTH WEEK

8 B—NEW WORDS

7 A—REVIEW

7 B—REVIEW

u surp

discern

dēcisīve

van tage

chivalry

squadron

proph e sy

attribute

coûrteous

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

wrest

indulge

merciful

lit er a ture

university

dēficiēnt

for bear ance

permanent

mănlăiněss

Tuesday—Arrange words alphabetically with reference to initial letters; arrange alphabetically with reference to first two letters.

aught

dower

prēsumē

so lic i tor

suffrage

prēdicāte

hu mor ous

novelist

prēpōsītion

Wednesday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

ze nth

treason

ăctūălly

as so ci ate

curable

fērōcioūs

un a void a ble

vacancy

cōnsōnānt

Thursday—“Unavoidable” is a derivative word containing both a prefix and a suffix. Tell what they are. Tell their meaning.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Once a week, oftener if necessary, turn to the phonic chart on page xxxii and spend a few minutes following directions there given for phonic drill. If you find this drill difficult, you should devote extra time to it.

Carry to future reviews words misspelled in each monthly review.

GRADE 8B: THIRTEENTH WEEK

8B—NEW WORDS

in voice
as tron o my
pic tur esque

7A—REVIEW

dispel
spinal
retinue

7B—REVIEW

căvěrn
ěssěntiäl
ămbùlănce

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

tri pod
sus pi cious
ex cel len cy

hiccup
bequeath
superintendent

lēgion
mārtyr
hěmisphēre

Tuesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

pal i sa de
cus to di an
con vey ance

evict
suspend
imaginary

ältitüde
sěntiněl
intěrnatiōnal

Wednesday—How many and which words in this lesson are derivatives? Can you name the root of each derivative?

ver nal
hyp not ic
sym pa thize

career
dauntless
submarine

vouchēr
dēsignēr
ärchitěct

Thursday—Has “sympathize” a prefix or a suffix? If so, pronounce and spell the prefix or suffix; also, the root.

u ni ver sal
pe des tri an
su per vi sion

device
circuit
emergency

rōsāry
änthēm
lävěndēr

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

GRADE 8 B: FOURTEENTH WEEK

8 B—NEW WORDS

mi ser
sol i taire
re mu ner a tive

7 A—REVIEW

totem
amateur
syndicate

7 B—REVIEW

úrbăñ
phrăse
guărăntēe

Monday—Form a derivative by adding to "miser" a suffix beginning with a consonant. Use this derivative in a sentence.

| | | |
|------------------|-------------|----------|
| re peal | felony | rhythm |
| sym me try | gratitude | sólitäry |
| in tel lec tu al | credentials | gäsöline |

Tuesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

| | | |
|---------------|------------|-----------|
| ram part | veneer | rüfflăñ |
| col li sion | favorable | ärgtüměnt |
| ex ag ger ate | impediment | autōgraph |

Wednesday—Is "collision" a root word or a derivative? If a derivative, spell the root.

| | | |
|---------------|-------------|------------|
| ren o vate | ridicule | rötätion |
| con science | anarchy | díréctöry |
| hy pot e nuse | distinguish | pössëssïve |

Thursday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

| | | |
|----------------|-------------|--------------|
| con straint | wasteful | colonël |
| par a chute | reasonable | cápäčty |
| vet er i na ry | thermometer | mültiplícänd |

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; think the sounds of these letters.

GRADE 8 B: FIFTEENTH WEEK

8 B—NEW WORDS

ver dant

ex haus tion

cor re spond ence

7 A—REVIEW

eloquent

financial

procession

7 B—REVIEW

souvěnir

diligēnce

countěnānce

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

va grant

pri va tion

e quiv a lent

eclipse

heroism

program

mäjěsty

mägnify

schědřile

Tuesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

re frain .

im i ta tion

suc ces sion

legislator

preferable

temperature

coināge

cautioūs

cěntěnniřl

Wednesday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

re lapse

in dul gence

con fi den tial

yawn

ceremony

workmanship

cylřndēr

ápostróphē

circřumférěnce

Thursday—Is the form “ceremony” singular or plural? If singular, spell the plural; if plural, spell the singular. See page vi.

civ ic

in di rect

con scious

oculist

climax

voluntary

áppärēl

běněficiřl

ěnūměrāte

Friday—Form two derivatives from “conscious” by adding suffixes beginning with consonants. Be careful about the spelling.

GRADE 8 B: SIXTEENTH WEEK

8 B—NEW WORDS

7 A—REVIEW

7 B—REVIEW

re deem
a avail a ble
treach er ous

gentry
membrane
quarantine

länguid
ëxhaust
príncipäl

Monday—What words in this lesson are root words? Form as many derivatives from each of these root words as you can.

tis sue
sub stan tial
res ig na tion

acquit
nominate
venerable

pěnănce
ëxternal
büngálöw

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

sub or di nate
man age a ble
com mo di ous

catarrh
accuracy
stimulant

críticál
děstiny
mǎnicüre

Wednesday—Be sure you know the meaning of the word "subordinate." Then write a synonym and an antonym for it.

cur dle
im pul sive
su prem a cy

fervor
jaunty
bounteous

internäl
phěasänt
äppreciäte

Thursday—Note markings and sounds of vowels in third column. Copy words, if any, in other columns having same vowel sounds.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

HALF-YEARLY REVIEW

To teachers: For two weeks review words in left-hand columns, pages 177 to 193. *First week*, assign lessons thus: Monday to Thursday, new words, pages 177 to 184 inclusive. Friday, words missed four preceding days. *Second week*, assign lessons thus: Monday to Thursday, new words, pages 185 to 192 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

GRADE 8 A: FIRST WEEK

8 A—NEW WORDS

u ni son

plain tiff

ad ver si ty

8 B—REVIEW

fidelity

transpire

deficiency

7 A—REVIEW

vigil

quinine

prōspērōus

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

ther mal

fa cil i ty

ru di ments

martial

habitual

negative

wily

optionāl

cōnstitūtion

Tuesday—What is the meaning of "wily"? Consult your dictionary. Now write a synonym and an antonym for this word.

plau dits

va ca tion

fic ti tious

juror

hygienic

hindrance

scānty

neutrāl

tūrpēntīne

Wednesday—"Hygienic" is derived from "hygiene." "Hygiene" is the root word and "hygienic," the derivative. "Hygienic" contains the suffix "ic."

u su ry

ap praise

blam a ble

vaunt

terminal

temporal

criticism

ēnōrmōus

ēndūrānce

Thursday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

vor tex

ce leb ri ty

au to mat ic

judicial

caboose

plenteous

guile

caucūs

ēntērprīse

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 8 A: SECOND WEEK

8 A—NEW WORDS

chem ist
im pos tor
mon o tone

8 B—REVIEW

adieu
gnarled
identity

7 A—REVIEW

mūcoūs
tūnēquōl
māntfāctūre

Monday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

cou ri er
ex plic it
an ces try

turmoil
vigilant
officious

đcquīre
sēcūrīty
rūmmāge

Tuesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

trite
re plete
ve loc i ty

querulous
postscript
indorsement

frugāl
grūdge
dēfēnse

Wednesday—Is “querulous” a root word or a derivative? If a root word, write a derivative.

weal
co in cide
tri bu nal

demure
employee
politician

rīgīd
pāternāl
öppōrtūnīty

Thursday—Form two derivatives from the word “rigid,” adding two suffixes, one beginning with a vowel, the other with a consonant.

trend
feu dal
in'cense

referee
incentive
brilliancy

sēnior
tālēnts
nōmīnēe

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; think the sounds of these letters.

To teachers: See “How to Direct the Study of Spelling,” page xx.

GRADE 8 A: THIRD WEEK

8 A—NEW WORDS

lieu
va lid i ty
im mi nent

8 B—REVIEW

ballot
optician
physical

7 A—REVIEW

tiēr
dīgnīty
cōmēdy

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

in fest
af fi da vit
op por tune

rebellious
recompense
transparent

vīvīd
párôle
rěvělry

Tuesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

el e gy
rar e fy
chlo ro form

besiege
eminent
perpetrate

söckět
pûrpôrt
faultlëss

Wednesday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

jun ket
me men to
rep a ra tion

alliance
traction
sovereign

tourist
inférfor
cõnvěniěnce

Thursday—Is "memento" singular or plural? If singular, write the plural form, if plural, write the singular. See page vi.

re cede
no mad ic
in dict ment

sinew
analyze
miscellaneous

indict
rãndom
tělëscópe

Friday—Give a derivative for one root word in this lesson; a root word for one derivative.

To teachers: See "Phonic Chart," page xxxii.

GRADE 8 A: FOURTH WEEK

8 A—NEW WORDS

tur ret

ob lit er ate

com pet i tive

8 B—REVIEW

rigorous

military

manifold

7 A—REVIEW

sālāble

fūgītīve

heirlōom

Monday—Has “competitive” a suffix or a prefix? If so, pronounce and spell the suffix or prefix. Then spell the root word.

ri val ry

secession

běvěl

ar ti fice

accessory

stāple

ex ec u tive

nutritious

dīsciplīne

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

ly ce um

restrict

tōken

con dense

reconcile

tērrīfic

pro cras ti nate

unanimous

épidēmīc

Wednesday—Write a derivative, adding to the word “condense” the suffix “ed.” What becomes of the final “e”? See page vi.

ax i oms

reticent

lěgibile

sym bol ic

financier

pärödy

ex cel si or

uniformity

dīstīngctly

Thursday—Note markings and sounds of vowels in third column. Copy words in other columns, if any, having same vowel sounds.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

Occasionally, after studying a lesson, test yourself before recitation as follows: Look at book; copy first letter of each word; close book; try to complete each word in writing.

Keep a copy of, and study, every word you misspell in daily lessons and in written compositions.

Carry to future reviews words misspelled in each monthly review.

To teachers: See “*Phonetic Words*,” page xxiv.

GRADE 8 A: FIFTH WEEK

8 A—NEW WORDS

deficit

banter

enmity

8 B—REVIEW

venom

replenish

populous

7 A—REVIEW

pivot

mirage

eternity

Monday—Form a derivative by adding to the word "venom" a suffix beginning with a vowel. What does this derivative mean?

undulate

vigilance

legitimate

opium

specific

reimburse

nōrmāl

quandāry

scūlptūre

Tuesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

viand

franchise

intercede

placer

equalize

enthusiasm

träffic

vācūum

něcěssīty

Wednesday—Form a derivative by placing a prefix before the word "franchise." What is the meaning of this derivative?

zest

witticism

mercenary

successive

compulsory

subsequent

rětěnā

děmōcrāt

lǐgáměnts

Thursday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

transient

negotiate

supplementary

electrician

dormitory

influential

sēquel

obstrūct

pědigrēe

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

To pupils: See "Directions for the Study of Spelling," page xx.

GRADE 8 A: SIXTH WEEK

8 A—NEW WORDS

ec cén tric
gra tu i tous
vul ner a ble

8 B—REVIEW

rivet
coupon
councilmen

7 A—REVIEW

táriff
órdinánce
éconómize

Monday—What words in this lesson are derivatives? Spell the root word of each one. Spell other derivatives from these roots.

| | | |
|-------------|-----------|------------|
| feign | volley | útility |
| ap peal | maintain | cántéen |
| ul te ri or | repugnant | ínstrumént |

Tuesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

| | | |
|-------------|-------------|-------------|
| lit er a ry | vandal | träŋquíl |
| ju di cious | magician | ímpólite |
| dom i neer | undervalued | mägníficént |

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

| | | |
|---------------|---------|-------------|
| cod i cil | lapse | förlörn |
| trans verse | stolid | générösítý |
| in ac cu rate | qualify | äcknöwlědge |

Thursday—Be sure of the meaning of the word "inaccurate." Then write its synonym and its antonym.

| | | |
|-----------------|------------|------------|
| hyp o crite | paltry | órácle |
| bi og ra phy | ridiculous | těxtíle |
| mis in ter pret | harmonious | mystéríoüs |

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; think the sounds of these letters.

To teachers: See "The Use of the Dictionary," page xviii.

GRADE 8A: SEVENTH WEEK

8A—NEW WORDS

theme
an tiq ui ty
pro ce dure

8B—REVIEW

veracity
naturalize
significant

7A—REVIEW

īnvēntor
āssēmblу
mōntūmēnt

Monday—Is “assembly” singular or plural? If singular, write the plural; if plural, write the singular. See page vi.

tan gi ble
bar na cle
re cur rence

furlough
ascertain
instantaneous

gällänt
sümmäry
prölögue

Tuesday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

pro pi tious
dis fran chise
spon ta ne ous

neutrality
ultimatum
necessitate

ōrněn
sōjoūrn
větěrān

Wednesday—Has “neutrality” a prefix or a suffix? If so, pronounce and spell the prefix or suffix. Then spell the root.

en core
re vers i ble
co in ci dence

epithet
medicinal
accessible

brōgue
fraudūlēnt
cōprēhēnd

Thursday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

dor mant
tech ni cal
prev a lent

allege
initiate
retention

sūrgičāl
ōvěrtūre
děstítūte

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

To teachers: See “Words Frequently Misspelled When Writing,” page xxii.

GRADE 8 A: EIGHTH WEEK

8 A—NEW WORDS

8 B—REVIEW

7 A—REVIEW

res pite

chasm

réalítý

ef fec tu al

consign

várlóúš

vin di cate

benevolent

instíñct

Monday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

der e lict

efficiency

préserve

il lit er ate

estimable

authěntíc

prim i tive

promissory

cõséquënce

Tuesday—Look up the meaning of the word "illiterate." Then try to write its synonym and its antonym.

ver ba tim

visual

stalwart

ex ces sive

vicious

Ínfäntry

chiv al rous

apparent

kéröséne

Wednesday—Form a derivative by adding to "visual" a suffix beginning with "i"; a suffix beginning with a consonant.

har bin ger

civilian

prédict

con sist ent

etiquette

fôrfeítüre

ap prox i mate

momentum

cõntintóúš

Thursday—Note markings and sounds of vowels in third column. Copy words in other columns, if any, having same vowel sounds.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

When spelling orally, always pronounce words *before* spelling, not after, pausing between syllables in words of more than one syllable.

After studying spelling lessons you must remember them until the next day, when you are tested on them. What do you do with words misspelled in tests? See page xvi for "Correction of Errors."

In passing spelling blanks and pencils before tests, be quick but quiet.

To teachers: See "Rules for Spelling," page vi.

GRADE 8A: NINTH WEEK

8 A—NEW WORDS

hoax
se quence
in'dig nant

8 B—REVIEW

wrest
client
massacre

7 A—REVIEW

triō
läunch
piönēer

Monday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

he red i ty
req ui site
con sci en tious

solicitor
ravenous
hospitable

mär̄nēr
chívälry
řngēnioúš

Tuesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

in ter cept'
pe cu ni a ry
mis con strue

rabble
precinct
unavoidable

trēason
řndǔlge
ūniřversity

Wednesday—*Think* the pronunciation of each accented syllable in the lesson; then *think* the vowel sound in each.

dif fi dence
ex cus a ble
strat a gem

tendency
illustrious
foreclosure

sécēde
ěxcēed
législatüre

Thursday—"Excusable" is derived from "excuse." "Excuse" is the root word and "excusable" the derivative. "Excusable" contains the suffix "able."

vi vac i ty
aux il ia ry
ob li ga to ry

vantage
counterpart
commendable

dowēr
stüffräge
bûrlësque

Friday—The word "commendable" is a derivative word. Find its root. Tell its prefix or suffix.

To pupils: See "Things for Pupils to Remember," page u.

GRADE 8A: TENTH WEEK

8A—NEW WORDS

quest
mu nic i pal
cog ni zance

8B—REVIEW

forbearance
extravagance
remonstrance

7A—REVIEW

cūlpřít
děvělōp
cōnvěniěnt

Monday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

creed
so lic it ous
in au gu rate

humorous
recreation
impossible

věndřr
prödigy
örigänate

Tuesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

wan ton
sin cer i ty
phe nom e non

ravage
hostility
ambassador

sănjctüm
foundätion
mönötönoüs

Wednesday—Is "sincerity" a root word or a derivative? If a root word, spell several derivatives, if a derivative, spell the root.

void
a non y mous
cir cum stan tial

sordid
annuity
cylindrical

pölitěcs
řinterväl
sübštänce

Thursday—If you do not know the meaning of the word "anonymous," consult the dictionary; then write its synonym and its antonym.

er mine
re prieve
trac ta ble

polls
vintage
masquerade

pörtér
vícňity
mänifest

Friday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

GRADE 8 A: ELEVENTH WEEK

8 A—NEW WORDS

rev er ie

liq ue fy

ex or bi tant

8 B—REVIEW

credible

literature

elementary

7 A—REVIEW

régime

royălty

něglígěnt

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

do le ful

forage

bullětřin

im be cile

gymnasium

cōträct

cap il la ry

superstition

ěvíděnce

Tuesday—Write a derivative by adding to the word "contract" the suffix "ed." Is the "e" silent, or not, in the derivative?

ten sion

usurp

scülpтор

cov et ous

zenith

fôrtitüde

con fis cate

familiarity

võcăbùláry

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

re cluse

tableau

dítto

fal la cy

creditor

suspěnse

as sim i late

dexterous

ártifíciál

Thursday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

ve he ment

pleurisy

pläněts

mar vel ous

pedestal

pärtísán

con ta gious

controversy

pünjctýáte

Friday—"Marvelous" is derived from "marvel." "Marvel" is the root word, and "marvelous" the derivative. "Marvelous" contains the suffix "ous."

GRADE 8 A: TWELFTH WEEK

8 A—NEW WORDS

coun se lor
tra ge di an
prot es tant

8 B—REVIEW

aught
inventorу
anniversarу

7 A—REVIEW

cūrāble
fōrciblе
ăttrībūtē

Monday—Is “protestant” a root word or a derivative? If a root word, spell a derivative; if a derivative, spell the root.

cro nies
ma li cious
re cu per ate

listless
prohibit
liberality

nōvēlist
ăccěptănce
ăntēcēdēnt

Tuesday—Form a derivative by adding to “listless” a suffix beginning with a consonant. Is meaning of original word changed?

de lir i um
al le giance
in ces sant ly

drapery
associate
tremendous

synonym
wondroūs
rēměembrānce

Wednesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

scru ple
em bel lish
re pu di ate

prophesy
bankrupt
accidental

dīscern
vācāncу
permānēnt

Thursday—Note markings and sounds of vowels in third column. Copy words in other columns, if any, having same vowel sounds.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages. Write a list of the words you have misspelled during the last month, and study until you can spell them for your teacher or for a pupil she selects.

By this time you know the four kinds of spelling exercises: Supervised study, in which the teacher directs pupils; independent study by pupils, during which each tries to do his best thinking; the test of the lesson, which is a short, brisk exercise; and correction of errors.

Carry to future reviews words misspelled in each monthly review.

GRADE 8 A: THIRTEENTH WEEK

8 A—NEW WORDS

8 B—REVIEW

7 A—REVIEW

cu ti cle
pro trude
un ob tru sive

misér
privation
subordinate

ănărchy
finănciäl
prōcession

Monday—Write an antonym for “unobtrusive”; a synonym. Consult the dictionary, if you do not know the meaning of this word.

vogue
rel e vant
so lil o quy

vagrant
pedestrian
substantial

cárēer
měmbrāne
sūpěrǐntěnděnt

Tuesday—Copy the words you can spell without study; then copy the remaining words and spend your time on them.

trans pose
fra ter ni ty
con ces sion

impulsive
custodian
parachute

ăcqüit
circuít
émergěncy

Wednesday—Copy the words having more than one syllable, separating syllables, and placing accent marks. Use dictionary when necessary.

hu mil i ty
drudg er y
main te nance

collision
conscious
excellency

évěct
súspěnd
élōquěnt

Thursday—Of what words in this lesson can you tell and spell the roots? From these roots, form and spell other derivatives.

ep i gram
in teg ri ty
al le vi ate

refrain
hypnotic
exaggerate

nōmināte
prěfērāble
crěděntiäls

Friday—Think the pronunciation of each accented syllable in the lesson; then think the vowel sound in each.

GRADE 8A: FOURTEENTH WEEK

8A—NEW WORDS

per ju ry

tab u late

con va les cent

8B—REVIEW

curdle

solitaire

equivalent

7A—REVIEW

tōtěm

čoctilist

workmǎnshǐp

Monday—Form derivatives from "tabulate," adding a suffix beginning with a vowel; a suffix beginning with a consonant.

cy cle

tissue

wāsteful

il leg i ble

universal

ăccūracy

scrupu lous

correspondence

věněráble

Tuesday—Copy words you need to study. Underline hardest letter or group of letters in each; think of some way to remember it.

raze

constraint

řiděcūle

sa gac i ty

conveyance

lěgislātor

vin dic tive

treacherous

quarāntine

Wednesday—Look up in the dictionary the meaning of two words in this lesson. Write a sentence containing these words.

hov er

indirect

věnēer

rad i cal

conscience

bēquēath

man'da rin

picturesque

sūbmārine

Thursday—Find any syllables whose vowel sounds are formed by a combination of two letters; *think* the sounds of these letters.

in del i ble

vernal

stěmělěnt

lux u ri ant

rampart

řimějnāry

palm is try

confidential

rēasonāble

Friday—Name the derivatives in this lesson whose roots admit of other derivatives. Can you write these other derivatives?

GRADE 8 A: FIFTEENTH WEEK

8 A—NEW WORDS

par a ble
har mo nize
in sep a ra ble

8 B—REVIEW

imitation
manageable
remunerative

7 A—REVIEW

dispel
fervor
ämåteür

Monday—Copy this lesson, writing the hardest word first, next hardest second, and so on. Study the hard words.

sur feit
ver sa tile
te nac i ty

available
exhaustion
supervision

hiccüp
völüntäry
těmpěrâtüre

Tuesday—When we write the form of "surfeit" that ends in "ed," must we double the final consonant? See page vi.

in trigue
stren u ous
rem i nis cence

civic
suspicious
veterinary

yawn
prōgrām
distinguisht

Wednesday—Study thus: Look at a word; get its picture; close eyes; hold picture in mind; open eyes; write the word.

ves tige
pre ten tious
syn on y mous

astronomy
supremacy
hypotenuse

däuntlëss
grätítude
fāvorāble

Thursday—Has the word "synonymous" a prefix or a suffix? If so, pronounce and spell the prefix or suffix. Spell the root.

ven om ous
in ter pret er
sus cep ti ble

relapse
palisade
symmetry

climäx
gěntry
impědíměnt

Friday—Copy all accented syllables having long vowel sounds; short vowel sounds; neither long nor short vowel sounds.

GRADE 8A: SIXTEENTH WEEK

8A—NEW WORDS

ham per

con sec u tive

pro mis cu ous

8B—REVIEW

succession

intellectual

commodious

7A—REVIEW

rētlñüe

cérémóny

thērmōmētēr

Monday—Consult your dictionary for the meaning of "consecutive," if you do not know it. Write its antonym and its synonym.

veer

redeem

jäunty

ran cid

verdant

cätärrh

in ge nu i ty

sympathize

syndicåte

Tuesday—Study hardest letter or group of letters in each hard word; get picture of it; close eyes; hold picture; open eyes; compare picture with copy.

terse ly

tripod

dēvice

suc cumb

renovate

félöny

res ti tu tion

resignation

bounteoüs

Wednesday—Note markings and sounds of vowels in third column. Copy words in other columns, if any, having same vowel sounds.

ster i lize

repeal

spīndl

in au gu ral

invoice

éclipse

pre cau tion

indulgence

héröism

Thursday—Is "indulgence" a root word or a derivative? If a root word, spell a derivative; if a derivative, spell the root.

MONTHLY REVIEW

Friday—Review new words of the previous four weeks found in the left-hand column of this and the preceding three pages.

HALF-YEARLY REVIEW

To teachers: For two weeks review words in left-hand columns, pages 193 to 209. *First week*, assign lessons thus: Monday to Thursday, new words, pages 193 to 200 inclusive. Friday, words missed four preceding days.

Second week, assign lessons thus: Monday to Thursday, new words, pages 201 to 208 inclusive. Friday, words missed four preceding days.

To teachers: See note, page xxi.

THINGS FOR PUPILS TO REMEMBER

To pupils: The following suggestions are for *you*. Do not forget them.

1. Get your mind right down to your lesson and keep it there when you study spelling. It does not help you much to write the words of your spelling lesson unless you are *thinking* when you do so.
2. Learn to study *hard*, with less and less help from your teacher. When she directs your study, it is to teach you *how to study*—not to make the work easy for you.
3. As soon as possible, learn directions for study on the pages of this book so that you can remember and follow them by merely glancing at them.
4. It does not help you in spelling to remember the order of words in a lesson. Spend your time learning the order of letters in words.
5. Always read suggestions under "Monthly Review," and follow them in your spelling exercises.
6. Always write carefully in spelling recitations.
7. In tests, listen carefully so you can write a word the first time your teacher pronounces it.
8. In the daily spelling lesson, do your part toward completing the test and the correction of errors in a short time.
9. After correction of the day's spelling lesson, spend a short time studying the correct forms of the words you missed. Then copy them into a notebook for future study.
10. At the close of every month, write a list of the words you have misspelled during the month, and study until you can spell them for your teacher or for some pupil she selects.
11. If spelling is harder for you than for others in your class, give extra time to home study. Ask your parents, or brothers and sisters, to help you learn all words which your teacher asks you to study at home.
12. As you have spare time, study "Words Frequently Misspelled When Writing," page xxii; also "Phonetic Words," page xxiv.
13. Be sure to master the "Phonic Chart" intended for your class.
14. Have a dictionary of your own at school, if possible.
15. On the day after you have missed a lesson, because of a holiday or some other special occasion, omit the review words in your advance lesson and study, instead, the new words of the lesson you missed.

RULES FOR SPELLING

Seventh- and eighth-grade teachers should occasionally read with their pupils the "Rules for Spelling" given below, then have them find words in the text that come under these different rules. This should be easy for pupils after having the work in word making as provided for in this *Speller*.

1. Most words ending in silent *e* drop the *e* before adding a suffix beginning with a vowel. Example, *come, coming*.
2. Most words ending in silent *e* retain the *e* before adding a suffix beginning with a consonant. Example, *tune, tuneful*.
3. Words ending in *oe* and *ee* retain final *e* before all suffixes except those beginning with *e*. Example, *hoeing, freer*.
4. Most words ending in *ce* or *ge* retain the *e* before adding suffixes beginning with *a* or *o*. Example, *notice, noticeable; manage, manageable; courage, courageous*.
5. Final *y* preceded by a consonant is usually changed to *i* before all suffixes except those beginning with *i*. Example, *beauty, beautiful*.
6. Final *ie* is changed to *y* before adding a suffix beginning with *i*. Example, *die, dying*.
7. Words of one syllable and other words accented on the last syllable, ending in a single consonant preceded by a single vowel, double the final consonant before adding a suffix beginning with a vowel. Example, *mat, matting; begin, beginning*.
8. Most nouns form their plurals by adding *s* to the singular, but nouns ending in *s, sh, ch, x, or z* add *es* to form their plurals. Example, *gas, gases; class, classes; sash, sashes; church, churches; box, boxes*.
9. Nouns ending in *y* preceded by a consonant form their plurals by changing *y* to *i* and adding *es*. Example, *county, counties*.
10. Some nouns ending in *o* form their plurals by adding *es* to the singular. Example, *hero, heroes*.
11. Some nouns ending in *f* or *fe* form their plurals by changing *f* or *fe* to *v* and adding *es* to the singular. Example, *leaf, leaves; life, lives*.

PART I

SUGGESTIONS TO TEACHERS

Success in spelling depends as much upon teachers and methods as upon pupils and word lists. It is absolutely imperative that teachers of spelling have definite and systematic plans for the work.

I. METHODS FOR SPELLING EXERCISES IN SECOND GRADE

In the second grade teachers generally feel that they can conduct spelling from the blackboard more advantageously than from the book, because of the better possibilities for development in connection with the board work. Nevertheless, some prefer to have the book in the hands of the pupils. Suggestions for second-grade teachers follow. (See words for the first half year, pages 1 to 9.)

This book provides for six words daily, three of which review the new words in the lesson of the day before. If taught from the blackboard, these words should be written in letters at least two inches high.

NOTE. Pupils learn to spell most readily under methods that recognize four different kinds of spelling exercises: Supervised study; independent study; the test; correction of errors.

Because success in spelling is so dependent upon proper methods for conducting these various exercises, suggestions are given as follows:

SUPERVISED STUDY

After a quick test of the six words studied the preceding day, place upon the blackboard the six words comprising the lesson for the day, and supervise pupils in the study of it. For suggestive methods, see forms for "Supervised Study" in third and fourth grades, pages xi to xiv.

References found in these forms to diacritical markings do not apply to spelling in the second grade. All other suggestions are applicable. Therefore these forms should be studied carefully and adapted by second-grade teachers to the daily needs of their classes.

It will be noted that each form of supervised study, as given on pages xi to xiv, is intended to be used for a week at a time. The four forms

cover a month's continuous work and should be made to cover the whole year by means of monthly repetition.

One important phase of study, which should receive daily attention at this point, is the supplementing of the phonic words of each lesson. For example, in connection with lessons containing the words "wing," "duck," "thank," the teacher should pronounce and have pupils spell by ear such words as "sing" and "bring," "cluck" and "pluck," "bank" and "sank." See "Phonetic Words," page xxiv.

During the supervised study of the lesson, in classes where pupils do not study from the *Speller*, have each pupil copy the words from the blackboard into his spelling blank, seeing that he makes no mistakes. In this manner, let him make a little second-grade spelling book of his own, a lesson at a time.

On the day after a lesson has been missed, because of the intervention of a holiday, teachers should omit the review words for the day, substituting for them the new words from the lesson that was omitted.

INDEPENDENT STUDY

Have pupils study independently for at least fifteen minutes daily. Have them take their self-made spelling books into which they have written the words for the day, or this book, and study—each trying to get a good picture of each word and to hold it in mind for a short time before writing it on a long, narrow strip of paper. When a child has thus written the list once, have him turn it back, folding the paper so that he cannot see and copy his previous list. Then have him again write the same list of words. In this way each copy of the list may be made to represent a new attempt at self-directed visualization. The average pupil can thus slowly evolve three or four copies of a list of six words during a fifteen-minute study period.

THE TEST

During the first five minutes of any day's spelling exercise, if possible, give pupils a test of the words studied the day before. This may be either oral or written. See suggestions for "The Test," page xiv.

CORRECTION OF ERRORS

Give daily attention to correction of words misspelled in tests. In oral tests, write on the board the correct form of each misspelled word immediately after the wrong spelling has been given, and, at the close of the test, call attention to the list thus produced, allowing a moment for study. After written tests, let the teacher, sitting at her

desk, call up a few pupils at a time, perhaps a row of them, and inspect the work of each as he hands her his list. Let her take a moment to help each pupil according to his special need. (See suggestions for "Correction of Errors," page xvi.)

For the second half year (see words on pages 9 to 17) follow suggestions in method given for the first half year, pages vii to ix.

II. METHODS FOR SPELLING EXERCISES IN THIRD AND FOURTH GRADES

NOTE. In order to make the method very clear it is presented in a somewhat imperative style. It should be understood, however, that all suggestions contained herein are only "suggestive," and intended in no sense to be final. Each teacher should, of course, adapt this method to her special needs. (See Note, p. vii.)

SUPERVISED STUDY

One purpose of supervised study in spelling is to direct pupils so as to enable them to put forth more effort than would otherwise be possible. The teacher should keep this purpose constantly in mind and conduct all spelling exercises so as to accomplish it.

Another purpose of supervised study is to teach pupils *how to study* spelling. Every lesson should, therefore, be made to develop initiative in study on the part of pupils.

Directions for study are given under the lessons of the text, all of which are intended for supervised work in third and fourth grades. Pupils will, sooner or later, be able to follow some of these directions without guidance.

It will be noted that these directions are duplicated every month during the third and fourth years, making it easily possible for pupils to become familiar with them.

The work should take the form of class exercises so that all may have a part in and benefit from all discussions.

Teachers should see that pupils understand each direction in the book as it appears, so they may recognize and be able to follow it on future occasions.

Four forms, corresponding to the four weeks of the month, are given for supplementary supervised study. Each form is intended to be used for a week at a time, the four covering a month's continuous work and made to cover the whole year by means of monthly repetition.

THE AUTOMATIC SPELLER

The suggestions in these forms should be drawn upon daily by teachers and made to supplement the directions for study printed under the lessons of the text. They must be presented orally, of course, as teachers should never refer to the book for them during recitations.

A comparison between the directions for study printed on the pages of the text and the suggestions for study given in the four supplementary forms shows that about the same ground is covered in the two places. They differ, however, in that the pages of the text give only one direction daily, while each of the four forms suggests enough work to fill ten or more minutes of brisk study.

The thought is that by means of these two provisions for supervised study teachers cannot fail to understand or pupils to accomplish the aims of this work.

Every teacher should study the four supplementary forms until thoroughly familiar with each and able to follow it without reference to the book. Until she becomes familiar with each form as needed, she should copy it on a slip of paper and refer to it as necessary in class.

At first it will not be possible to cover any one of these forms in the time given to supervised study, but the teacher's constant aim should be, after finishing the special direction for the day printed under the lesson in the text, to cover more of the appropriate supplementary form during each lesson until she has developed such power of concentration in pupils and such expedition in handling lessons that she can cover most of the form for any day's work, if not the entire form, in ten minutes. If she has only five minutes for supervised study, however, she cannot cover more than half the form for the day.

The work from these forms for supplementary supervised study should, of course, be conducted as class exercises.

NOTE. In cases where second-, third-, and fourth-grade teachers have only fifteen minutes daily to devote to classes in spelling, they can most profitably utilize this time by testing and correcting the day's lesson during the first five minutes, spending the remaining time assigning the next lesson and supervising pupils in the study of it, thus preparing them for independent study later in the day.

In rural schools, where teachers have only five minutes daily for each spelling class in second, third, and fourth grades, they can most profitably spend that time supervising the study of pupils, leaving the test of the lesson to one of the older pupils trained for the work.

On the day after a lesson has been omitted, because of the intervention of a holiday, teachers should omit the review of words for the day, substituting for them the new words from the lesson omitted.

Form I. For Supervised Study

(To be drawn upon by the teacher, during the first week of each month, in supplementing directions given under lessons in the text.)

Pupils should very distinctly pronounce such words in the lesson as they can, the teacher pronouncing the others. They should then study the list as follows: Pronounce those words described by the teacher (example, the word that means "the cost of something"); pronounce words of more than one syllable, pausing between syllables; study all words diacritically marked—

- (1) giving the vowel sound as heard in each;¹
- (2) telling whether the vowel has the short, the long, or some other vowel sound;
- (3) naming silent letters;

tell which words, if any, they can spell without further study; pronounce the words of the lesson most difficult to spell and determine the most difficult part of each.

Finally, pupils should study the entire lesson as follows: Look while the teacher erases a word from a list on the board, then pronounce and spell it, individually, as called upon; look at a word on the board, as directed by the teacher, close eyes and hold the picture, thus visualizing the word, then, keeping eyes closed, spell it, individually, as the teacher calls upon different pupils.

Form II. For Supervised Study

(To be drawn upon by the teacher, during the second week of each month, in supplementing directions given under lessons in the text.)

Pupils should pronounce very distinctly such words in the lesson as they can, the teacher pronouncing the others. They should then study the list from the board as follows: Pronounce each word after the teacher, then name its letters in concert while looking at it; use at least two of these words in oral sentences; decide upon accented syllables and place accent marks; spell the accented syllables of words, also unaccented syllables; study all words diacritically marked—

- (1) listening to the teacher's pronunciation of each and telling, without looking at the book, whether the vowel is short, long, or has some other sound;¹ also telling whether it should be marked, and if so, how; then looking at the mark in the book, if there is one;
- (2) pronouncing words, if any, whose vowel sounds are neither short nor long;

¹ In words of more than one syllable, consider marking of accented syllables only.

- (3) telling what combination of letters gives a long vowel sound in words containing long vowels, as, "ay" in "day"; "ai" in "rain"; "eau" in "beau"; "oa" in "coat"; "ou" in "four"; "ow" in "grow";

discuss ways of remembering the spelling of the most difficult parts of the most difficult words.

Finally, pupils should study the entire lesson as follows: Look at a word in the book and *concentrate* upon it, *thinking* the letters, thus visualizing each word as the teacher slowly pronounces the whole lesson; then close books, and, as the teacher writes on the board the first letter of each word, reproduce the whole word, spelling orally, one pupil at a time, as called upon.

Form III. For Supervised Study

(To be drawn upon by the teacher, during the third week of each month, in supplementing directions given under lessons in the text.)

Pupils should very distinctly pronounce such words in the lesson as they can, the teacher pronouncing the others. They should then study the list as follows: Give other words that have meaning similar to certain words found in the lesson and pronounced by the teacher; pronounce all words containing more than one syllable, pausing between syllables, then underline one or more of these syllables in words written upon the board; study all words diacritically marked—

- (1) giving the vowel sound as heard in each;¹
- (2) telling whether it has the short, the long, or some other vowel sound;
- (3) naming silent letters;

spell phonetically other words similar to those in the lesson as pronounced by the teacher—for example, "sheet" and "sweet" after spelling "beet"; decide, individually and silently, upon the words most difficult for pupils and try to discover some way to remember the spelling of each.

Finally, pupils should study the entire lesson as follows: At a signal from the teacher, look at a word of the lesson written on the board; at another signal, look away and hold the picture in mind thus visualizing the word; and at the next signal, write the word on paper comparing it with copy on board; then, after visualizing the entire lesson, put down pencils, close eyes, and see what picture of each word is called up as the teacher slowly pronounces the list, opening eyes after each word to compare the picture with the word on the board.

¹ In words of more than one syllable, consider marking of accented syllables only.

Form IV. For Supervised Study

(To be drawn upon by the teacher, during the fourth week of each month, in supplementing directions given under lessons in the text.)

Pupils should study all words diacritically marked—

- (1) listening to the teacher's pronunciation of each, and telling without looking at the book whether the vowel is short, long, or has some other vowel sound;¹ also telling whether it should be marked, and if so, how;
- (2) pronouncing words, if any, whose vowel sounds are neither short nor long;
- (3) telling what combinations of letters give the long vowel sound in words containing long vowels, as, "ay" in "day"; "ai" in "rain"; "eau" in "beau"; "oa" in "coat."

Pupils should then study the lesson as follows: Indicate, individually, the words they could not use in sentences, having other pupils use them, if possible; find "hidden" words in the words of the lesson—example, "end" in "friend," "each" in "preach"; look carefully at a word of two or more syllables, written on the board, close eyes while the teacher erases one syllable, then open eyes, and when called upon restore that syllable in writing.

Finally, pupils should study the entire lesson as follows: One child, or one row of children, or several rows in turn, stand and quickly spell part or all of the words of the lesson, without looking at them, as the teacher pronounces each from the board, while the rest of the class look at the list; then, after they have been erased from the board, try to recall the words of the lesson and guess the one the teacher has in mind, saying, for example, "Is it window?" spelling "w-i-n-d-o-w."

INDEPENDENT STUDY BY PUPILS

Impress upon pupils the fact that supervised study in no way decreases their responsibility for independent study, but that it increases such responsibility because it teaches them better *how* to study. Also, impress upon them the importance of holding their minds down to the work in the study of spelling.

When studying the words of a lesson independently, pupils in both third and fourth grades should endeavor so far as possible to follow the plan used in the previous supervised study of the list. In addition, they should always write the lesson. As they study each word, they should try to get a good picture of it and hold it in mind for a little time before writing it on a slip of paper. When a pupil has thus written the list once, he should turn it back, folding the paper so that when writing

¹ In words of more than one syllable consider marking of accented syllables only.

the list again he may not see and copy the words he has just written. He should copy the lesson several times in this way, carefully visualizing as he does so.

Pupils who have difficulty with spelling should, during the first week of each month, copy from the speller the fifty-seven new words for the month, using this list for home study. Teachers should correct these lists when copied, before pupils take them home.

THE TEST

The test of the day's spelling lesson should be a quick, business-like proceeding, occupying, together with the correction of errors, about five minutes. This brief time is the goal toward which teachers should work. Often in the third grade, and sometimes in the fourth, the exercise will need to be of greater length.

The test of the spelling lesson should be given the day following supervised study. It is impossible really to *test* pupils immediately after study.

Most of the daily tests in third and fourth grades should be written. Teachers should give just enough oral tests to keep pupils in practice for oral spelling. The teacher should pronounce words once only, and have pupils write them in spelling blanks or in booklets made for the purpose.

Teachers should follow the suggestions in the note introducing the phonetic words on page xxiv.

Third-grade teachers should give systematic drill from the phonic chart on page xxxi, employing all columns under "B" and the first two columns under "A" and "C" for "B" class, while employing all columns under "B" and the first four columns under "A" and "C" for "A" class work.

At least once a week throughout the fourth year, oftener if necessary, teachers should have pupils turn to this chart and spend five or ten minutes following the directions there given for phonic drill.

Teachers should explain to pupils that in order to use the dictionary intelligently they need to learn the sounds and markings of letters as found on this chart, and that they should be able easily to stand the tests it suggests.

The passing of spelling blanks and pencils just before the written test should be quiet, but very expeditious.

In oral spelling, pupils should always pronounce words before spelling them, not after, and should indicate the syllables of a word by pausing between them.

Teachers should extend the test exercise a couple of minutes daily, devoting this time alternately to brisk oral review of words missed in written composition during the last month, and to oral spelling of phonetic words in common use, which pupils should spell by ear without special study. A list of "Words Frequently Misspelled When Writing" is given on page xxii. Teachers should draw from this list and should supplement it to suit individual needs. A list of phonetic words in common use is given on p. xxiv.

The monthly review tests should be given orally, occupying, in addition to the regular test period, the time for supervised study and as much more time as is necessary to the success of the exercise.

In schools that are sufficiently large, this monthly review should take the form of a contest. Suggestive devices follow:

One Set of Pupils against Another Set; or One Class against Another

1. Pronounce words, going four times around one set or one class, and on blackboard keep score of mistakes; do same with other set or class; compare scores to ascertain which side wins. If time permits, repeat exercise.

2. Pronounce a word to one set or class, then to the other, until all pupils have spelled, keeping score on blackboard of mistakes; repeat this exercise enough times to insure thorough test of each pupil.

3. Have each pupil bring to class a list of words he has misspelled during the month. Pupils having made no mistakes may bring lists containing the most difficult words. Have first pupil on side A pronounce a word to pupil opposite him on side B. If pupil on side B spells correctly he pronounces a word from his list to second pupil on side A, who spells and then pronounces a word from his list to second pupil on side B, and so on. If a pupil misses a word, it must be spelled by some one on the original side before counting against the side missing. To keep score on blackboard select pupil who has misspelled few or no words during the month.

A Circle Exercise

Have class form a circle and choose as leader some pupil having high standing during month. Have leader stand in circle and pronounce words. Leader should call no attention to a mistake unless it passes around circle and back to original pupil. The first pupil to note a mistake should await his turn to spell, when he should correct misspelled word and pass to the place in circle occupied by pupil who made the mistake. If two or more mistakes are made before the first is discovered, they should be corrected by the pupils who detect

them and await their turn to spell correctly. The winners of the contest are all pupils who have not had others go above them.

A Pupil-Teacher Test

From a class containing twenty to forty pupils, select five of the best spellers, giving to each a list containing one fifth of the words to be reviewed, and station these pupils at different points about the room. Divide the remainder of the class into five groups, namely, A, B, C, D, and E, directing each to take its place before a pupil-teacher. Have each pupil-teacher give quick but quiet drill to his group from words on his list. At signals, have pupil-teachers pass to new groups, thus giving entire class drill upon entire list. Have pupil-teachers keep a score of the mistakes made by each group. The group having fewest mistakes during the entire exercise wins contest.

In classes of less than twenty pupils, less than five pupil-teachers are required for this exercise.

CORRECTION OF ERRORS

After words are written, have each pupil look over his own list, pointing to and thinking about each letter in each word. Have him thus endeavor, without assistance, to discover any possible mistakes. Have him draw a line through each misspelled word he finds and write the correct form immediately after it.

After such preliminaries, at the discretion of the teacher, pupils may correct their own papers, or exchange papers for correction, or pass papers to teacher for correction.

Either the teacher, or some pupil who has a perfect paper, should spell when class correct. At the close of such exercise, each pupil should write the number of misspelled words on the paper he has corrected, placing a cipher on the paper if it has no mistakes.

Correction is for the purpose of ascertaining which words are not impressed upon individual pupils. Hence it should be followed by devices for impressing them. Scolding seldom helps, and often hinders. Writing the words many times does little good, while keeping pupils after school often deadens their interest and defeats the undertaking.

The following suggestions are therefore given:

1. After correction, each pupil who has made mistakes should open his speller and look at the correct form of each word missed, trying to fix it in mind.

2. Each pupil should write in the back of his spelling blank, under the date of the day's lesson, the correct form of each word he has

misspelled and should study it as he finds spare time. The teacher should occasionally test him in spelling these words from his spelling blank. Each pupil should keep a list of the words he has misspelled more than once, on different dates, and study them.

3. Pupils who have missed words in the lesson of the previous day should always be prepared to stand and spell them. Teachers should call upon at least one or two pupils daily so as to keep up interest and effort.

4. Each pupil should write, in the back of his spelling blank, the correct form of each word he misspells in written composition, and should study these words along with those from the regular spelling lesson as he finds spare time. The teacher should include these words in her occasional tests from the spelling blanks.

5. Teachers should try to induce pupils to keep, at home, a properly spelled list of their misspelled words, and study them, assisted by parents, if possible.

The teacher, as well as the pupils, should correct spelling lessons. She should collect spelling blanks and examine them after school, writing "E" (meaning "excellent") on each tidy list that is correctly spelled, and "C" (meaning "correct") on each perfect but untidy paper.

If, in testing pupils, teachers have them mark words diacritically, as marked in the book, they should not subtract from their *spelling* standing when they make mistakes in marking. Here again, they may give "C" instead of "E," making it clear to pupils that "correct," in this case, refers to spelling only.

In her spelling notebook the teacher should tabulate difficulties of individuals, and decide how to deal with them. She should use them at the next period for supervised study, remembering that time spent in correction of papers is utterly wasted unless made to react upon the spelling power of pupils.

Interest is aroused in spelling by making the results of tests a matter of record. This may be done by—

- (1) making a class list for daily tests, showing a check or star after the name of each pupil for each perfect lesson; or showing the number of weeks that each pupil has had perfect lessons;
- (2) placing on a bulletin the class average for the monthly review test, together with that of the previous month, for comparison;
- (3) sending reports to parents;
- (4) sending reports to county superintendents and to city principals.

III. THE USE OF THE DICTIONARY

A series of exercises leading up to a knowledge of the use of the dictionary is given below. These should be taught at the beginning of the fourth year, after which each pupil should look up the meaning of at least one word daily. Encourage pupils to own dictionaries.

1. Have pupils review the alphabet until every one can repeat it without hesitation.

2. Have pupils tell the location of certain letters in the alphabet; example, "d" is nearer the beginning of the alphabet than "k"; "t" is nearer the close of the alphabet than "p."

3. Have pupils arrange the words of the spelling lesson in alphabetical order, with reference to the initial letters.

4. Have pupils arrange in alphabetical order a list of words beginning with the same letter; example, "lamb," "leave," "lost."

5. Review diacritical markings as found on the phonic chart, page xxxi.

6. Finally, have pupils look up in the dictionary the *meaning* (not pronunciation) of one word daily. However, do not let them take the time required for this from the time allotted for the study of spelling.

NOTE. While impressing the *spelling* of words, it is best not to depend upon the dictionary for pronunciation, because some dictionaries, the latest edition of *Webster's New International*, for example, respell for pronunciation, employing phonetic combinations of letters that often represent the incorrect spelling of words. It would confuse pupils, were they, at this point, to have their attention called to these forms.

IV. A DOZEN DON'TS

(For Teachers)

1. Don't fail to prepare spelling lessons daily. Let every teacher be sure of the pronunciation, syllabication, diacritical marking, and meaning of each word. Let her also be thoroughly prepared as to some method of teaching the four phases of the lesson: Supervised study; independent study by pupils; the test; correction of errors. (See suggestions for second grade, pp. vii to ix; for third and fourth grades, pp. ix to xviii.)

2. Don't misunderstand the purpose of supervised study in spelling. It is not to make the work easy for pupils and to relieve them of effort, but rather to so direct them as to enable them to put forth more effort than would otherwise be possible, and at the same time teach them *how to study* spelling.

3. Don't forget that pupils learn through mental concentration. The quiet attitude best assists in this, not the moving of lips, or the restless waving of hands, or motion of bodies.

4. Don't think that pupils are necessarily studying spelling when copying a list of words many times. They may copy, and not put forth one educative effort.

5. Don't waste the time of pupils by requiring them to remember the sequence of words in lessons. Don't have pupils memorize spelling lists so as to write the whole lesson without having words pronounced for them. The sequence of letters in words is the important thing.

6. Don't fail to use the blackboard in supplementing study from the book, or, when using it, to write words large enough to be seen easily from the back of the room.

7. Don't pronounce a word more than once for pupils to write in the spelling test, but have the attention of the whole class before pronouncing each word.

8. Don't mispronounce a word so as to give pupils a clew to the spelling. For example, don't say, "di'vide" for "dī vide'."

9. Don't accept careless writing in spelling recitations.

10. Don't forget to strengthen spelling, when possible and practicable, through other lessons, *but*, don't forget that a spelling lesson is primarily for *spelling*.

Have pupils watch in their reading for words in past spelling lessons, and call attention to them at appropriate times.

Don't allow pupils to guess at the spelling of words in written composition. Teach them to write only the first letter of each word they cannot spell, leaving space for the remainder of the word which they must fill in after obtaining the correct spelling either from the teacher or from the dictionary. Don't forget to keep a list of the common words misspelled in written composition during each half year. Don't take much time from *spelling* to study the meaning of words.

11. Don't allow backward pupils to think they can't learn to spell. Encourage them in all possible ways. Try to diagnose their cases and teach them how to study. Praise them for improvement. Don't hold them accountable for all the words of a lesson suited to the average child in the class, but suit the length of the lesson to the ability of each of these special cases, excusing them from as many words as necessary. Don't embarrass them, if they are putting forth their best effort, by asking them to report daily, before the class, the number of mistakes they make. Don't discourage them by constantly praising the pupils who always have perfect lessons without effort.

12. Don't fail to devise some means of interesting the parents in spelling and of inducing them to help supplement the school work of their children by home study of spelling lists in all cases where it is necessary.

PART II

A WORD TO PUPILS AND TEACHERS TO PUPILS

DIRECTIONS FOR THE STUDY OF SPELLING

In the lower grades you learned that to study spelling means more than to write words many times, or to say their letters over and over. You learned that pupils must do their best thinking while looking at words from several different sides. Moreover, under your teacher's supervision, you learned how to follow printed directions for the study of spelling, and will now find no difficulty in following the directions addressed to you and placed under the lessons in this book.

When studying spelling always write each day's lesson two or three times. As you study each word try to get a good picture of it and hold it in mind for a little time before writing it on a slip of paper. When you have written the list once, place the paper so that when writing the list again you cannot see and copy the words you have just written.

Try to grow in power to hold your mind down to the work when you study spelling. Remember that whether or not you become a good speller depends as much upon *you* as upon your teacher.

TO TEACHERS

HOW TO DIRECT THE STUDY OF SPELLING

The co-operation of teachers is necessary to the best success of the plan of any book. This book is not an exception to the rule. While pupils must acquire the "spelling habit" through the exercise of their own initiative, teachers can do much to encourage them to their best efforts and to inspire them to their most *intelligent* initiative.

Pupils who have studied Part I of this *Speller* have been taught, through supervision, how to study spelling. Many pupils studying Part II, however, have not had Part I. Upper-grade teachers should, therefore, teach all pupils who need help how to study.

It is especially important that pupils acquire the habit of discovering ways to help them remember the spelling of words. For example, the last four letters in "yacht" come in the same order as in the alphabet; in "business," "i" takes the place of "y"; the first five letters of

"invitation" are the same as those of "invite"; each of the first three syllables of "divisible" contains "i."

It will be noted that directions for study in Part II, under the lessons of the text, are addressed to pupils. Teachers should see that every pupil understands each of these directions. Until every pupil does so, teachers should discuss daily with the whole class the appropriate direction for the day. As soon as the whole class understand all directions, pupils should be required to study without assistance. However, teachers should spend some time daily supervising those slow pupils who find the work difficult.

NOTE. Teachers should help pupils decide which of the five directions on a page are applicable to all the spelling lessons on that page and which are applicable only to the special lessons under which they occur. Pupils should be encouraged to apply to each lesson all the directions on the same page that are applicable to it. Teachers should spend a few minutes daily passing from desk to desk as pupils study, ascertaining which have ability, first, to recognize and then to follow all directions on the page applicable to the lesson. They should give some special attention to those who do not as yet have such ability.

Just before pupils begin the fifth-grade spelling lists, let teachers prepare them for the work in word making by explaining the meaning of "root word," "derivative," "prefix," and "suffix." Tell them (1) that a root word is a word not derived from another word, as "run," "nine"; (2) that a derivative word is a word formed by the addition of a letter or letters to a root word, as "recent," "recently"; (3) that a suffix is a letter, letters, syllable, or word added to the end of a root word to change its meaning, as "ing" in "running," "ty" in "ninety"; (4) that a prefix is a letter, letters, or syllable joined to the beginning of a root word to change its meaning, as "un" in "unfold," "dis" in "disarm."

Teachers should acquaint pupils with the meaning of "synonym" and "antonym." Tell them (1) that synonyms are words of like meaning, as "letter" and "epistle"; and (2) that antonyms are words of opposite meaning, as "encourage" and "discourage."

Let seventh- and eighth-grade teachers occasionally read with their pupils the "Rules for Spelling" given on page vi, and find words in the *Speller* that come under the different rules. These rules should be easily grasped by pupils after having the work in word making as provided for in this *Speller*.

On the day after a lesson has been omitted, because of the intervention of a holiday, teachers should omit the review words for the day, substituting for them the new words from the lesson omitted.

WORDS FREQUENTLY MISSPELLED WHEN WRITING

All classes having ten months of school yearly should spend the last two weeks of each half year in drill upon words missed in written composition during the semester.

The following list contains words frequently misspelled by some pupils in every school. Teachers should draw upon this list, as needed. They should also give drill from self-made lists in which they have tabulated, during the half year, words misspelled by pupils in written composition.

During the two weeks devoted to the study of the words frequently misspelled in written composition, teachers should spend some time daily in giving pupils *individual drill*. The list of words misspelled when writing and kept by each pupil should be utilized for this purpose.

| | | | | |
|------|------|-------|-------|-------|
| of | half | says | gone | cried |
| all | lose | easy | then | their |
| off | live | hear | they | tired |
| too | pull | dear | been | what |
| full | said | does | your | meat |
| roll | four | high | hour | meet |
| put | sure | with | busy | some |
| one | give | used | done | come |
| any | blue | very | have | knife |
| you | love | floor | none | loose |
| saw | who | each | wear | piece |
| two | eyes | raise | were | since |
| was | goes | shall | built | chair |
| buy | here | such | color | can't |

| | | | |
|-------|--------|---------|-----------|
| work | until | please | instead |
| early | word | would | coming |
| forty | niece | either | toward |
| front | using | heavy | exactly |
| weak | many | meant | neither |
| week | won't | people | enough |
| truly | heard | month | against |
| write | ready | taking | making |
| three | every | except | another |
| there | break | money | country |
| these | above | among | straight |
| quiet | speak | choose | through |
| knew | water | should | weather |
| know | wrote | almost | received |
| when | whole | always | separate |
| often | world | having | whether |
| guess | where | answer | business |
| shoes | which | women | cousins |
| much | friend | though | Tuesday |
| again | afraid | trouble | sincerely |
| those | surely | minute | certainly |
| cover | across | believe | thorough |
| could | young | clothes | February |
| don't | watch | writing | beginning |
| catch | leaves | woman | Wednesday |

PHONETIC WORDS

The following list of words requires little study by the average pupil. There is an occasional child who has little sense of phonetics. Teachers should examine their classes, find all pupils who have trouble in spelling any of these words, and help them in overcoming the difficulties.

Occasionally, teachers should require classes to turn to this list, instructing each child to study all words that seem doubtful to him.

Teachers should frequently turn to this list and pronounce at random words for pupils to spell.

These words should be reviewed at least twice every year by all pupils studying Part I—that is, by both classes in second, third, and fourth grades—and the longer words should be reviewed yearly by pupils studying Part II.

| | | | | | |
|------|------|-------|------|------|------|
| cab | wag | rap | bed | pen | lid |
| tab | brag | sap | fed | ten | rid |
| drab | drag | tap | led | then | skid |
| crab | flag | flap | red | when | big |
| slab | snag | chap | wed | step | dig |
| bad | stag | snap | bred | | fig |
| had | ham | trap | bled | bet | pig |
| lad | jam | strap | fled | let | rig |
| mad | clam | bat | sled | met | wig |
| pad | sham | fat | shed | net | him |
| sad | fan | hat | beg | pet | dim |
| fad | man | mat | keg | set | rim |
| glad | can | rat | leg | wet | brim |
| bag | tan | sat | peg | bib | slim |
| fag | ran | cat | hem | rib | skim |
| lag | pan | flat | gem | fib | prim |
| nag | cap | slat | stem | crib | trim |
| rag | lap | chat | den | bid | whim |
| sag | map | that | hen | did | bin |
| tag | nap | web | men | hid | fin |

PHONETIC WORDS

xxv

| | | | | | |
|-------|------|-------|-------|-------|--------|
| kin | fob | not | hum | crack | truck |
| pin | job | dot | drum | track | struck |
| sin | sob | got | scum | deck | much |
| tin | snob | lot | plum | neck | such |
| win | cod | blot | glum | peck | cliff |
| grin | hod | clot | chum | speck | skiff |
| skin | nod | shot | bun | fleck | stiff |
| spin | pod | spot | fun | kick | whiff |
| chin | rod | plot | pun | lick | muff |
| dip | sod | trot | run | tick | puff |
| hip | clod | dub | sun | pick | bluff |
| lip | shod | hub | gun | sick | gruff |
| rip | plod | rub | spun | brick | snuff |
| sip | trod | tub | pup | click | ball |
| tip | bog | cub | cup | stick | call |
| grip | cog | club | sup | dock | fall |
| slip | hog | grub | but | lock | hall |
| drip | log | stub | cut | sock | tall |
| ship | fog | scrub | nut | rock | wall |
| whip | jog | shrub | hut | block | stall |
| strip | frog | mud | rut | shock | small |
| bit | hop | bud | shut | stock | bell |
| fit | mop | cud | back | crock | cell |
| hit | top | bug | hack | flock | dell |
| lit | flop | dug | lack | duck | fell |
| pit | prop | hug | pack | sack | sell |
| sit | drop | rug | rack | tack | tell |
| flit | shop | tug | sack | tack | well |
| slit | stop | plug | tack | tuck | shell |
| split | crop | snug | black | slack | smell |
| cob | chop | shrug | slack | shack | spell |
| mob | cot | sum | shack | pluck | |
| rob | hot | gum | stack | | |

| | | | | | |
|-------|-------|--------|--------|--------|--------|
| bill | gilt | gland | sang | plank | tent |
| fill | camp | strand | clang | frank | went |
| hill | damp | bend | sprang | mink | spent |
| kill | lamp | lend | ring | pink | dint |
| pill | vamp | mend | sing | rink | hint |
| rill | clamp | rend | wing | sink | lint |
| will | scamp | send | bring | wink | mint |
| sill | stamp | blend | fling | blink | tint |
| frill | cramp | spend | sling | slink | print |
| chill | tramp | pond | cling | brink | stint |
| drill | hemp | bond | sting | chink | flint |
| skill | limp | fond | swing | drink | glint |
| spill | still | fund | string | clink | splint |
| cull | skimp | branch | spring | think | hunt |
| dull | primp | stanch | thing | shrink | blunt |
| gull | pomp | bench | long | honk | grunt |
| hull | romp | drench | song | bunk | |
| lull | dump | inch | strong | chunk | |
| held | hump | finch | hung | sunk | |
| weld | lump | flinch | lung | drunk | |
| self | pump | pinch | rung | spunk | |
| shelf | stump | bunch | sung | trunk | |
| help | thump | lunch | stung | shrunk | |
| belt | plump | punch | swung | pant | |
| felt | trump | hunch | bank | grant | |
| melt | band | crunch | lank | slant | |
| spelt | hand | bang | sank | chant | |
| hilt | land | blank | tank | bent | |
| kilt | sand | fang | blank | cent | |
| tilt | grand | hang | crank | dent | |
| wilt | brand | pang | clank | lent | |
| | stand | rang | shank | rent | |
| | | | flank | sent | |
| | | | | | thrash |

| | | | | | |
|--------|--------|-------|---------|-------|-------|
| mesh | dress | list | latch | foot | boost |
| flesh | press | fist | match | soot | boom |
| fresh | stress | mist | patch | wool | loom |
| dish | hiss | grist | snatch | good | room |
| fish | kiss | whist | scratch | hood | bloom |
| wish | miss | twist | fetch | wood | broom |
| hush | boss | cost | sketch | stood | gloom |
| mush | loss | lost | stretch | | |
| rush | moss | dust | ditch | food | face |
| blush | toss | just | hitch | brood | lace |
| plush | cross | rust | pitch | cool | pace |
| crush | floss | crust | witch | fool | race |
| flush | gloss | raft | stitch | tool | fade |
| thrush | fuss | craft | botch | pool | wade |
| desk | muss | draft | notch | spool | made |
| risk | cast | graft | crotch | stool | blade |
| brisk | fast | shaft | clutch | loon | glade |
| frisk | last | left | crutch | moon | grade |
| whisk | mast | cleft | milk | noon | shade |
| dusk | past | lift | silk | soon | spade |
| husk | vast | rift | bulk | croon | trade |
| musk | blast | gift | hulk | spoon | page |
| bass | best | sift | sulk | roof | sage |
| lass | pest | shift | skulk | hoof | rage |
| mass | nest | drift | book | proof | wage |
| pass | rest | soft | cook | coop | stage |
| brass | test | loft | hook | hoop | cake |
| class | vest | tuft | look | loop | lake |
| glass | west | batch | nook | droop | make |
| grass | blest | catch | brook | stoop | rake |
| less | chest | hatch | crook | tooth | sake |
| mess | crest | | shook | roost | wake |
| | | | | | flake |

| | | | | | |
|--------|-------|--------|--------|--------|--------|
| shake | gate | stay | strain | fleet | leak |
| snake | hate | stray | bee | sheet | peak |
| brake | late | sway | see | sweet | weak |
| drake | mate | laid | flee | sleet | freak |
| slake | rate | maid | free | greet | speak |
| stake | crate | paid | glee | street | streak |
| bale | slate | braid | tree | meek | tweak |
| pale | plate | afraid | feed | peek | deal |
| male | cave | fail | heed | cheek | meal |
| sale | gave | hail | need | creek | peal |
| stale | pave | mail | seed | sleek | seal |
| | rave | nail | weed | feel | steal |
| came | save | pail | bleed | heel | beam |
| fame | crave | jail | seem | keel | ream |
| tame | shave | rail | teem | peel | seam |
| game | brave | sail | seen | steel | team |
| lame | slave | tail | green | wheel | cream |
| name | haze | frail | screen | breeze | dream |
| same | graze | snail | trail | sneeze | gleam |
| flame | day | | deep | freeze | steam |
| frame | bay | lain | peep | wheeze | scream |
| lane | hay | gain | keep | sea | bean |
| mane | lay | main | creep | tea | lean |
| pane | may | pain | sheep | each | mean |
| | pay | rain | sleep | beach | clean |
| cape | say | brain | steep | peach | heap |
| tape | way | chain | deer | reach | leap |
| shape | clay | drain | steer | teach | reap |
| grape | dray | grain | queer | bleach | ear |
| scrape | gray | plain | beet | preach | dear |
| | pray | stain | feet | leaf | fear |
| date | play | slain | meet | sheaf | hear |
| fate | spray | train | | | |

| | | | | | |
|--------|--------|--------|-------|-------|--------|
| near | mile | pipe | slope | those | boat |
| shear | pile | ripe | grope | close | coat |
| spear | smile | wipe | bone | cure | goat |
| eat | stile | stripe | lone | pure | bloat |
| beat | while | bite | tone | cute | float |
| heat | dime | kite | shone | mute | bow |
| neat | lime | white | stone | | cow |
| seat | time | dive | cote | cube | how |
| cheat | crime | hive | dote | tube | now |
| treat | fine | drive | note | tune | vow |
| ice | line | strive | rote | goad | brow |
| dice | mine | size | vote | load | plow |
| mice | vine | prize | bore | road | down |
| nice | wine | | core | toad | gown |
| rice | brine | joke | more | loaf | town |
| vice | shine | poke | sore | coal | brown |
| slice | spine | woke | pore | goal | clown |
| price | twine | broke | tore | | crown |
| ride | hire | choke | wore | oak | drown |
| hide | fire | smoke | shore | cloak | frown |
| tide | mire | spoke | snore | croak | fowl |
| side | tire | robe | store | | howl |
| wide | wire | probe | cove | foam | growl |
| bride | spire | hole | rove | loam | pout |
| glide | | mole | wove | roam | scout |
| pride | rise | pole | drove | | shout |
| slide | wise | dome | stove | moan | stout |
| life | like | home | grove | loan | trout |
| fife | dike | | hose | groan | sprout |
| wife | pike | hope | nose | soap | bound |
| strife | spike | rnope | rose | oar | found |
| file | strike | rope | chose | roar | hound |

| | | | | | |
|--------|--------|-------|--------|-------|-------|
| mound | jar | scarf | horn | lye | glow |
| pound | far | harsh | morn | dye | grow |
| round | mar | marsh | thorn | rye | show |
| sound | par | harp | sort | mild | slow |
| ground | tar | sharp | short | wild | snow |
| loud | spar | her | north | child | stow |
| proud | scar | | | | throw |
| | star | | | | |
| hour | card | fern | torch | bind | caw |
| sour | hard | stern | scorch | find | jaw |
| scour | lard | serve | cur | kind | law |
| boy | bark | jerk | fur | mind | paw |
| coy | dark | term | spur | rind | raw |
| joy | hark | fir | curl | wind | saw |
| toy | lark | stir | hurl | blind | flaw |
| oil | mark | bird | burn | grind | thaw |
| boil | park | third | turn | bold | draw |
| coil | shark | | churn | cold | dawn |
| foil | spark | girl | hurt | fold | fawn |
| soil | farm | twirl | curt | gold | lawn |
| toil | harm | firm | burst | hold | yawn |
| spoil | barn | first | burnt | mold | drawn |
| broil | yarn | for | | sold | bare |
| coin | cart | nor | by | told | care |
| join | dart | cork | my | scold | dare |
| loin | part | fork | fly | bow | fare |
| joint | tart | stork | cry | low | pare |
| point | chart | | try | mow | rare |
| hoist | smart | form | sty | row | ware |
| moist | start | storm | fry | sow | flare |
| car | march | born | pry | tow | scare |
| bar | starch | corn | shy | blow | share |
| | | | dry | crow | snare |
| | | | | flow | stare |

PHONIC CHART

PART I

(The diacritical markings are those found in the latest edition of *Webster's New International Dictionary*.)

THIRD GRADE. All columns under "B," but only first two columns under "A" and "C" for *B Class*. All columns under "B," and first four columns under "A" and "C" for *A Class*.

FOURTH GRADE. All columns under "A," "B," and "C."

A

| | | | | |
|-----|-----|-------|------|------|
| ām | āle | ārm | fōōt | dōōg |
| ēnd | ēve | câre | fōōd | āsk |
| ill | īce | makēr | out | sōft |
| ōdd | ōld | ōrb | oil | lāst |
| ūp | ūse | ūrn | stār | lōng |

B

| | | | | | | | | |
|---|---|---|---|---|---|----|----|----|
| b | g | k | n | s | w | ch | zh | th |
| d | h | l | p | t | y | th | ng | ŋk |
| f | j | m | r | v | z | sh | zh | n |

C

| | | | | |
|---|---|---|----|---|
| ā | ā | ā | ōō | ō |
| ě | ě | ā | ōō | ā |
| ī | ī | ē | ou | ō |
| ō | ō | ō | oi | ā |
| ū | ū | ū | ā | ō |

Give pupils frequent drill from this page, having them do as follows:

1. Pronounce the key words under "A," noting vowel sounds and markings.
 2. Give sounds of consonants under "B," noting that only two of them are marked, namely, "th" as in "then" and "ŋ" as in "ink."
 3. Give sounds of vowels as placed under "C."
 4. Give the short sounds of the following vowels: a, e, i, o, u, oo; also the long sounds; locate them on this chart.
 5. Give the name of the mark used for each vowel under "C"; example, "breve" (v), "macron" (—), "two dots" (..), "one dot" (·), "tilde" (~), "circumflex" (^), "circumflex-breve" (v).
- In giving drill upon consonants and vowels, employ quick, spirited tests as follows:
1. Begin at the upper left-hand corner and recite across the page.
 2. Begin at the lower right-hand corner and recite up the column.
 3. Begin at other corners and recite across or up or down the page.
 4. Begin at one corner and recite around the page.

PHONIC CHART

PART II

(The diacritical markings are those found in the latest edition of *Webster's New International Dictionary*.)

FIFTH TO EIGHTH GRADES, INCLUSIVE

A

| | | | | | | |
|-----|-----|-------|------|---------|---------|---------|
| äm | äle | ärm | fööt | äccount | senäte | åsk |
| ěnd | ěve | cäre | fööd | recěnt | ěvent | sõft |
| íll | íce | makěr | out | cõnnect | obey | sofå |
| ödd | öld | örb | oil | circüs | tunite | natiüre |
| üp | üse | ürn | stär | ättempt | prefäce | verdüre |

B

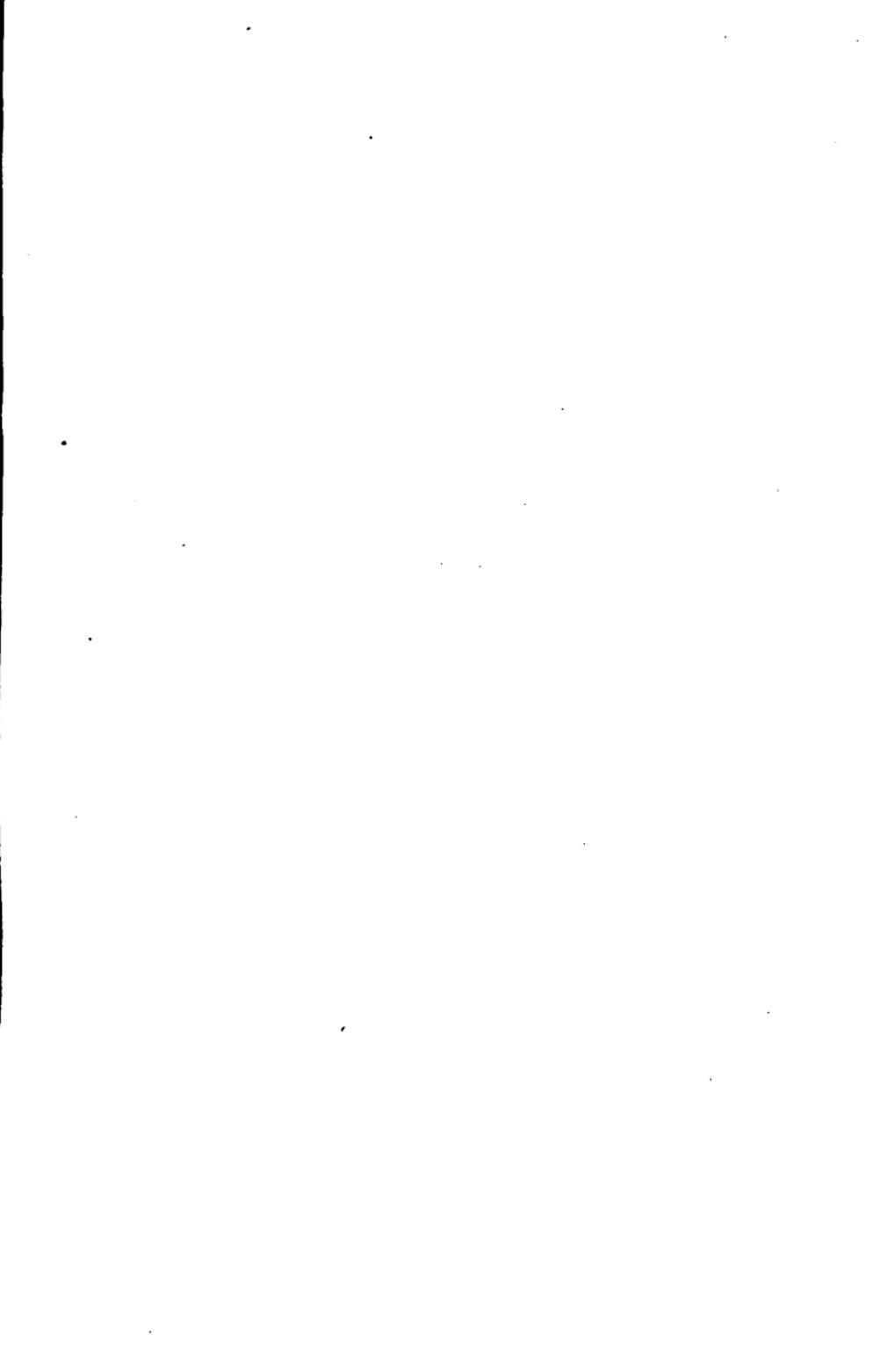
| | | | | | | | | |
|---|---|---|---|---|---|----|----|----|
| b | g | k | n | s | w | ch | zh | th |
| d | h | l | p | t | y | th | ng | ŋk |
| f | j | m | r | v | z | sh | zh | ñ |

C

| | | | | | | | | |
|---|---|----|----|---|---|---|---|---|
| ă | ä | ää | oo | ö | ă | å | ü | ä |
| ě | é | â | oo | á | ě | ê | û | â |
| í | í | ë | ou | ö | í | å | ü | â |
| ö | ö | ö | oi | å | ö | ö | û | â |
| ü | ü | ü | ää | ö | ü | ü | ü | â |

Give pupils frequent drill from this page, having them do as follows:

1. Pronounce the key words under "A," noting vowel sounds and markings.
 2. Give sounds of consonants under "B," noting that only three of them are marked viz., "th" as in "then," "ŋk" as in "ink," and "ñ" as in "cañon."
 3. Give sounds of vowels as placed under "C."
 4. Give the short sounds of the following vowels: a, e, i, o, u, oo; also the long sounds; locate them on this chart.
 5. Give the "modified short" and "modified long" vowel sounds, as, "ä" in "äccount," "ë" in "ěvent," and "å" in "natüre."
 6. Give the name of the mark used for each vowel under "C"; example, "breve" (˘), "macron" (—), "two dots" (··), "one dot" (·), "tilde" (~), "circumflex" (^), "circumflex-breve" (˘), "macron-dot" (—).
- In giving drill upon consonants and vowels, employ quick, spirited tests as follows:
1. Begin at the upper left-hand corner and recite across the page.
 2. Begin at the lower right-hand corner and recite up the column.
 3. Begin at other corners and recite across or up or down the page.
 4. Begin at one corner and recite around the page.





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